Prentice Hall

TEXAS

Writing COACH

All-in-One Workbook

Grade 11

PEARSON

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PEARSON

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About the *Texas All-in-One Workbook*

The *Texas All-in-One Workbook* is designed to provide you with additional practice with the reading, writing, and grammar skills taught in *Prentice Hall Writing Coach*. It also provides practice with the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 11 and helps you prepare for Texas standardized tests.

The *Texas All-in-One Workbook* contains six parts:

Part 1 includes information about Texas Essential Knowledge and Skills (TEKS) as well as helpful information on how to tackle questions on standardized tests. This section of the workbook also includes scoring rubrics to assess students' reading comprehension and writing skills.

- Reading rubrics are used to rate students' comprehension of literary and expository texts. Students' responses to texts are given a score of insufficient, partially sufficient, sufficient, or exemplary.
- Writing rubrics are used to assess students' written compositions in the areas of organization and progression of ideas, development of ideas, and use of language and conventions. Compositions are given a score of very limited, basic, satisfactory, or accomplished performance.

Part 2 includes two pages for each TEKS. Each TEKS is stated and explained. Examples and practice questions are provided. These practice pages will help you refine specific skills you may not have mastered.

Part 3 includes two standardized tests for practice purposes. These tests include selected-response (multiple-choice) items and writing prompts. Use the scoring rubric in Part 1 to assess your response to the writing prompt.

Part 4 includes worksheets that provide additional practice with the grammar skills taught in each unit of *Prentice Hall Writing Coach*.

Part 5 includes worksheets that provide vocabulary practice with word parts and origins, synonyms, antonyms, homophones, analogies, connotations, commonly confused words, and specialized vocabulary, as well as practice with spelling rules and commonly misspelled words.

Part 6 includes guided activities for development of essential academic and workplace skills, including speaking and listening skills, vocabulary and spelling skills, reading skills, study and test-taking skills, and workplace skills and competencies.

Part 1
INTRODUCTION

Part 1 of the *Texas All-in-One Workbook* will give you an overview of the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 11. It will also prepare you for the standardized tests that assess these skills. This part of the book contains the following:

- an explanation of the purpose of the Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS);
- scoring rubrics to help you assess your reading comprehension and writing assignments that you complete in preparation for Texas standardized tests;
- advice on how to approach the types of questions you will encounter on standardized tests; and
- a TEKS correlation pointing you to the pages in Part 2 containing an explanation, examples, and practice for every TEKS standard.

Texas Standards and Testing

What are the Texas Essential Knowledge and Skills (TEKS)?

The state of Texas has developed written expectations that describe what you are expected to learn in English/Language Arts classes. These standards outline the skills and concepts that Texas educators believe you need in order to succeed. The Texas Essential Knowledge and Skills for English Language Arts and Reading are organized into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking.

Some of the TEKS have been identified as Readiness Standards for each grade or subject. These are standards that are essential for success in the grade or subject and important for preparing for the next grade or subject. Readiness Standards also support success in college and careers. In the TEKS Correlation chart that begins on page TX xxii, Readiness Standards are labeled with a special symbol. Your English/Language Arts teachers are responsible for helping you to master the TEKS for this subject.

What will you find on Texas standardized tests?

As a student in Texas, your mastery of TEKS is tested through standardized tests. These tests will help your teachers to determine your strengths as well as areas in which you might require further review and practice.

Standardized tests typically include selected-response (multiple-choice) items and constructed-response items. Many of the selected-response questions will be about a passage that you are asked to read before answering the questions. The constructed-response items require you to provide an appropriate written answer to a question. You will also encounter writing prompts on standardized tests that will be scored according to rubrics such as the one found on pages TX xiv through TX xvii of this workbook.

READING RUBRIC—EXPOSITORY SELECTION

Score Point 0—Insufficient

In **insufficient** responses, the student

- may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
- may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- may incorrectly analyze or evaluate a characteristic of the text
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1—Partially Sufficient

In **partially sufficient** responses, the student

- may draw a reasonable conclusion, offer a reasonable interpretation or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no evidence at all
- may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
- may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2—Sufficient

In **sufficient** responses, the student

- must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In **exemplary** responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

READING RUBRIC—LITERARY SELECTION

Score Point 0—Insufficient

In **insufficient** responses, the student

- may offer an incorrect theme, character trait, conflict or change
- may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- may incorrectly analyze a literary technique or figurative expression
- may offer an analysis that is too general or vague to determine whether it is reasonable
- may present only a plot summary
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1—Partially Sufficient

In **partially sufficient** responses, the student

- may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2—Sufficient

In **sufficient** responses, the student

- must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence
- must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In **exemplary** responses, the student

- must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

READING RUBRIC—LITERARY/EXPOSITORY CROSSOVER

Score Point 0—Insufficient

In **insufficient** responses, the student

- may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- may incorrectly analyze or evaluate a characteristic of text based on both selections
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1—Partially Sufficient

In **partially sufficient** responses, the student

- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections.
- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no technical support at all
- may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection

- may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2—Sufficient

In **sufficient** responses, the student

- must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections
- must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In **exemplary** responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections
- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

WRITTEN COMPOSITION 4 POINT RUBRIC

Score Point 1

The composition represents a very limited writing performance.

Organization/Progression

- The organizing structure or form of the composition is inappropriate or not evident. It reflects the writer's confusion or illogical thinking about the purpose of the specific demands of the prompt. The writer presents ideas in a random or illogical way, causing the composition to lack clarity or direction.
- The composition either lacks a clear thesis statement or contains many details that do not contribute to its focus. Extraneous information, abrupt shifts from idea to idea, or lack of focus on character, event, or idea weakens the unity and coherence of the composition.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes disruptions in the composition. At other times the lack of meaningful transitions and sentence-to-sentence connections make one or more parts of the composition unclear or illogical.

Development of Ideas

- The development of ideas is weak because the details are inappropriate, vague, or insufficient. Details either do not support the writer's main ideas or do not contribute to key literary elements such as character development.
- The composition is thin and insubstantial. The writer's approach to the prompt may be vague or confused, demonstrating a lack of understanding of the writing task.

Use of Language/Conventions

- The writer's word choice may be general and imprecise or inappropriate to the form, purpose, or tone of the composition. The word choice may impede the composition's clarity or obscure its impact or meaning.
- Sentences may be simplistic, awkward, or uncontrolled, weakening the effectiveness of the composition.
- The writer has little or no command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The composition represents a basic writing performance.

Organization/Progression

- The organizing structure or form of the composition is evident but may not always be appropriate to the stated purpose or the specific demands of the prompt. The organizational strategy and/or literary devices the writer uses contribute only marginally to the effectiveness of the composition.
- Either the thesis statement is weak or some of the details do not contribute to the composition. Lack of a clear thesis statement, inclusion of irrelevant information, or lack of focus on character, event, or idea limits the unity and coherence of the composition.
- The writer's progression of ideas is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the composition. At other times, transitions and sentence-to-sentence connections are too perfunctory or weak to clearly show the relationship among ideas.

Development of Ideas

- The development of ideas is minimal and remains at a surface level because details are somewhat inappropriate or are too briefly or generally presented. The details contribute only marginally to the writer's main ideas or to key literary elements such as character development.
- The composition reflects little or no depth of thought. The writer's approach to the prompt is sometimes formulaic and demonstrates only a limited understanding of the writing task.

Use of Language/Conventions

- The writer's word choice may be basic or simplistic. Word choice may reflect a limited awareness of form, purpose and tone. For these reasons, word choice may detract from the clarity, impact, or meaning of the composition.
- Sentences may be awkward or somewhat uncontrolled, weakening the effectiveness of the composition.
- The writer demonstrates a partial command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Score Point 3

The composition represents a satisfactory writing performance.

Organization/Progression

- The organizing structure or form of the composition is, for the most part, appropriate to the stated purpose and responsive to the specific demands of the prompt. The organizational strategy and/or literary devices the writer uses contribute, for the most part, to the clarity and effectiveness of the composition.
- Most ideas focus on the topic or establish and sustain focus on character, event, or idea. The composition is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's progression of ideas is coherent and generally controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to show the relationships among ideas through most parts of the composition.

Development of Ideas

- The development of ideas is sufficient because the details are specific and appropriate, adding substance to the composition. For the most part, these details either support the writer's main ideas or contribute to key literary elements such as character development.
- The composition reflects some depth of thought. The writer's approach to the prompt is original rather than formulaic and demonstrates a good understanding of the writing task.

Use of Language/Conventions

- The writer's word choice is, for the most part, effective. It reflects a general awareness of form, purpose, and tone. For these reasons, word choice usually contributes to the clarity or meaning of the piece.
- Sentences are varied and generally controlled, contributing for the most part to the effectiveness of the composition.
- The writer demonstrates a general command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the composition.

Score Point 4

The composition represents an accomplished writing performance.

Organization/Progression

- The organizing structure or form of the composition is appropriate to the stated purpose and is responsive to the specific demands of the prompt. The organizational strategy and/or literary devices the writer uses enhance the clarity and quality of the composition.
- All ideas or details focus on the topic and contribute to the effectiveness of the composition. Through this sustained focus, the writer is able to develop a composition that is unified and coherent.
- The writer's progression of ideas is coherent and well controlled. Meaningful transitions and strong sentence-to-sentence connections clearly show the relationships among ideas throughout the composition.

Development of Ideas

- The development of ideas is effective because the details are specific and well-chosen, adding substance to the composition. These details either support the writer's main ideas or contribute significantly to key literary elements such as character development.
- The composition is thoughtful and engaging. The writer may approach the topic from an unusual perspective, may use his/her unique experiences or view of the world as a basis for writing, or may connect ideas in interesting ways. The writer demonstrates a deep understanding of the writing task.

Use of Language/Conventions

- The writer's word choice is thoughtful and appropriate to the form, purpose, and tone of the composition. Word choice strongly contributes to the clarity of the composition and effectively communicates its impact or meaning.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the composition.
- The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the composition.

WRITING EVALUATION CHART	POOR 1	2	3	EXCELLENT 4
Organization/Progression				
How well does the composition's organizing structure or form support its purpose and respond to the demands of the prompt?	1	2	3	4
How completely do ideas or details focus on the topic and contribute to the effectiveness of the composition?	1	2	3	4
How clear and orderly is the progression of ideas? How well does the writer use transitions and sentence connections to show how ideas are related?	1	2	3	4
Final Organization/Progression Score	**1**	**2**	**3**	**4**
Development of Ideas				
How specific and well-chosen are the details? How well do details either support the writer's main ideas or contribute to key literary elements?	1	2	3	4
How thoughtful and engaging is the composition? How clearly does the writer show a deep understanding of the writing task?	1	2	3	4
Final Development of Ideas Score	**1**	**2**	**3**	**4**
Use of Language/Conventions				
How effective is word choice in contributing to the clarity of the composition? To what extent does word choice show the writer's awareness of form, purpose, and tone?	1	2	3	4
To what extent do the writer's sentences enhance the effectiveness of the composition? How purposeful, varied, and well-controlled are the sentences?	1	2	3	4
How minor are errors in spelling, capitalization, punctuation, grammar, usage, and sentence boundaries? To what extent is the fluency of the writing and clarity of the composition unaffected by errors?	1	2	3	4
Final Use of Language/Conventions Score	**1**	**2**	**3**	**4**
OVERALL WRITING SCORE	**1**	**2**	**3**	**4**

Compositions in Texas Writing Assessments

The Texas writing assessments require that students write two compositions. The chart below identifies the writing genres of the two compositions for each grade at which writing is assessed.

GRADE	WRITING GENRES	
7	Personal Narrative	Expository
9	Literary Fiction	Expository
10	Persuasive	Expository
11 (exit level test)	Persuasive	Analytical
12 (exit level retest)	Persuasive	Analytical

Tips for Tackling Questions on Standardized Tests

Multiple-Choice Questions

A **multiple-choice** item is a question that has different answer choices provided for you. In a reading section of a standardized test, there are two basic types of multiple-choice questions. One type asks you to recall information you have read, or identify important details in a passage. Another type of multiple-choice question asks you to draw conclusions or make inferences about what you have read. In an English/language arts section of a standardized test, you will be asked questions about grammar, usage, and mechanics. When answering a multiple-choice question, choose the *best* answer among the choices given.

The following is an example of a multiple-choice test question you would find on a standardized test.

Inspired by the chance to make positive change, Osborne decided to run for class president. The night before the student council meeting, he practiced his speech so many times that he lost his voice. Luckily, the meeting was postponed and he was able to deliver his masterpiece the following week.

1. Why was Osborne lucky that the student council meeting was postponed?
   A. He needed more time to practice.
   B. He was inspired to make change.
   C. He had time to rest and regain his voice.
   D. He knew he had a better chance of winning next week.

How do you answer the question correctly without having to make a guess? Let's take a closer look at the answer choices.

He needed more time to practice.	The passage indicates that Osborne practiced his speech many times, so he probably did not need more time. Although it could be true, this answer choice is **incorrect**.
He was inspired to make change.	Being inspired is unrelated to the question. This answer is **incorrect**.
He had time to rest and regain his voice.	Yes! The passage says that he lost his voice. He would not have been able to deliver his speech if the meeting was not postponed. This answer is **correct**.
He knew he had a better chance of winning next week.	The passage does not mention his chance of winning. This answer is **incorrect**.

Constructed-Response Questions

Please write your response to question 4 on the lines below. Be sure to write your answer clearly.

4. The author of this article states, "Some critics argue that developing handwriting skills is an unnecessary luxury when there are many other, more important subjects to teach." In your own words, state at least three reasons the author gives for why the critics are wrong. Be sure to edit your work for correct grammar, spelling, and punctuation.

By reading the assignment carefully, you can understand that you are being asked to write an informative essay. It is important that you do not rush through your task. Instead, after reading the assignment carefully, you should pick out key words in order to make sure you write about the topic exactly as stated. Then, take time to plan your essay by writing a list or an outline. This will help you write a well-organized, logical essay.

As you write, pay special attention to the first few sentences and the last few sentences of your essay. The beginning and end of your essay will likely have the most impact on the test scorer. If you finish your essay and have time left over, read over your work and neatly edit it.

Writing Assessment

An independent writing prompt on a standardized test is an open-ended question based on a passage. It requires a longer written answer. It is important to read the writing prompt carefully. You should devote 10–15 minutes to each writing activity.

Read the following writing prompt. You will need to read a passage on an actual standardized test, but for this example, suppose you have read the article, "Earthquakes and Volcanoes".

You have been asked to submit a summary of the information in the article "Earthquakes and Volcanoes" for the school newspaper. Summarize the main points of the article and explain how research is helping the world prepare for future earthquakes and volcanic events.

Your answer should summarize the information in the article. When explaining how research is helping to prepare the world for future earthquakes and volcanic events, be sure to include only information found in the article.

Responses to writing prompts are scored against standardized writing rubrics.

TEKS Correlation

Texas Essential Knowledge and Skills	Pages
Reading	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: **(A)** determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; R **(B)** analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; **(C)** infer word meaning through the identification and analysis of analogies and other word relationships; **(D)** recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and R **(E)** use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	TX 2–3
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: R **(A)** analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; **(B)** relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and **(C)** relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TX 4–5
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	TX 6–7
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	TX 8–9

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: R **(A)** evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; R **(B)** analyze the internal and external development of characters through a range of literary devises; **(C)** analyze the impact of narration when the narrator's point of view shifts from one character to another; and **(D)** demonstrate familiarity with works by authors in American fiction from each major literary period.	TX 10–11
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	TX 12–13
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	TX 14–15
R **(8) Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	TX 16–17

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: R **(A)** summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; **(B)** distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; R **(C)** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and **(D)** synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	TX 18–19
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: **(A)** evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and **(B)** analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	TX 20–21
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: **(A)** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and **(B)** translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	TX 22–23

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: **(A)** evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; **(B)** evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multilayered media; **(C)** evaluate the objectivity of coverage of the same event in various types of media; and **(D)** evaluate changes in formality and tone across various media for different audiences and purposes.	TX 24–25
Writing	
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: **(A)** plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; R **(B)** structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning; R **(C)** revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; R **(D)** edit drafts for grammar, mechanics, and spelling; and **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TX 26–27

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: **(A)** write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; **(B)** write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and **(C)** write a script with an explicit or implicit theme, using a variety of literary techniques.	TX 28–29

Texas Essential Knowledge and Skills	Pages
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: R **(A)** write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources; **(B)** write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate); R **(C)** write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions or contradictory information; and **(D)** produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TX 30–31

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
R **(16) Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: **R** **(A)** a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; **(B)** accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); **R** **(C)** an organizing structure appropriate to the purpose, audience, and context; **(D)** information on the complete range of relevant perspectives; **R** **(E)** demonstrated consideration of the validity and reliability of all primary and secondary sources used; and **R** **(F)** language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	TX 32–33
Oral and Written Conventions	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: **(A)** use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and **R** **(B)** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	TX 34–35
R **(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	TX 36–37
R **(19) Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	TX 38–39

R Readiness Standard

Texas Essential Knowledge and Skills	Pages
Research	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: **(A)** brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and **(B)** formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	TX 40–41
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: **(A)** follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; **(B)** systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and **(C)** paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	TX 42–43
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: **(A)** modify the major research question as necessary to refocus the research plan; **(B)** differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and **(C)** critique the research process at each step to implement changes as the need occurs and is identified.	TX 44–45

Texas Essential Knowledge and Skills	Pages
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that: **(A)** provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; **(B)** uses a variety of formats and rhetorical strategies to argue for the thesis; **(C)** develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; **(D)** uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials; and **(E)** is of sufficient length and complexity to address the topic.	TX 46–47
Listening and Speaking	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: **(A)** listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and **(B)** evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	TX 48–49
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TX 50–51
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TX 52–53

Texas Essential Knowledge and Skills	Pages
Comprehension Skills	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: **(A)** reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images): and R **(B)** make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	TX 54–55

R Readiness Standard

Part 2
INTRODUCTION

Part 2 of the *Texas All-in-One Workbook* will give you practice working with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. The skills are organized into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. There are two practice pages for each TEKS. The first page states and explains the standard, gives examples, and provides a way for you to understand the skill. The second page provides practice questions to ensure that you have mastered the standard.

Reading: Vocabulary Development

(1) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;
(C) infer word meaning through the identification and analysis of analogies and other word relationships;
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.

Explanation/Examples

When you recognize an unfamiliar vocabulary word in a text, you can use strategies to add that word to your vocabulary. You can use word origin, context clues, roots and affixes, or use a glossary, dictionary, or thesaurus to clarify the meaning of the new word.

- A root is the main part of a word, and it creates the basic meaning of the word.
- An affix is any addition to a word that changes its meaning. A prefix is an affix added to the beginning of a word, and a suffix is an affix added to the end of a word. A suffix often changes the part of speech of the word, as well.
- Context clues can be of several types:
  Antonym and Synonym Clues: An antonym is a word that is used in conjunction with another word that is clearly its opposite. A synonym is a word that is used in conjunction with another word to which it is clearly related.
  Example Clues: An example clue defines a word indirectly through an example.
  Definition Clues: In a definition clue, a word is defined in the text itself.
- Dictionaries, glossaries, or a thesaurus can help you find the meaning of a word.

The following are examples of how to use roots and affixes to determine a word's meaning:

- Root: *-pater-* from the Latin meaning "father." (*patricide, paternity, paternal*)
- Prefix: *auto*– from the Greek *autos* meaning "self." (*automatic, autobiography, autograph*)
- Suffix: –*ification,* from the Latin –*ficatio* meaning "the process of making into." (*magnification, simplification, clarification*)

Directions Choose the best answer for each question.

1. What is the meaning of *affable* in the following sentence?

All of the other residents I have met in my grandfather's nursing home have been rather affable, or sociable and easy to get along with, despite my initial fears that they would all be sad and grumpy.

A old and tired
B pleasant and friendly
C in good health
D gentle and harmless

2. In the above sentence, what kind of context clue is the phrase *sociable and easy to get along with*?

F antonym clue
G synonym clue
H example clue
J definition clue

3. What is the probable meaning of *meticulous* in the following sentence?

Even though there are not many rules in this art form, you need to be meticulous when painting with watercolors. If you are not careful, you could use too much water and ruin the paper—and the painting.

A showing great concern for the details
B a specific style of painting
C a ruined piece of art that is re-created
D not expressing great care

4. In the above sentence, what kind of context clue is the word *careful*?

F antonym clue
G synonym clue
H example clue
J definition clue

5. Which resource would you use to find a less formal word to convey the meaning of the word *disparage*?

A thesaurus
B glossary
C dictionary
D encyclopedia

Reading: Comprehension of Literary Text/Theme and Genre

(2) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.

Explanation/Examples

As you read texts from around the world, it is important to analyze and evaluate them in order to fully appreciate their merit, or worth.

- Traditional literary works are those that have been handed down through generations or that are based on oral stories or cultures of the past. Legends, tales, and myths are all types of traditional literature.
- Classical literary works are those of the ancient Greek and Roman world. The term also refers to works of other origins that are considered great literature.
- Contemporary literary works are those written during the 20th or 21st centuries. These modern texts may echo traditional or classic works and experiment with literary rules.

Deepen your understanding of literature by analyzing, making inferences, and drawing conclusions about the ways in which texts from different cultures and eras relate to each other. The following are examples of types of literature described above:

- Classic Literature: *Les Misérables*, by Victor Hugo
  Hugo's 1862 novel is considered one of the finest of its century. It involves a sweeping story of characters caught up in the changing historical and cultural context of early 19th-century France, and it explores timeless themes of love, guilt, justice, and redemption.
- Contemporary Literature: *Atonement*, by Ian McEwan
  McEwan, born in 1948, published *Atonement* in 2002. It takes place before, during, and after World War II. It challenges traditional notions of social structure and ideas about the events of the war.
- Traditional/Mythic Literature: "Crow Brings the Daylight," an Inuit myth
  This myth tells the story of how the Inuit people came to live half the year in light and half the year in darkness.

Directions Choose the letter of the answer that best completes each statement.

1. Suppose a friend wants to read a contemporary work of American literature. You recommend a

A collection of Shakespearean sonnets.
B retelling of an Appalachian folktale.
C 1982 biography written by a French diplomat.
D novel from 2008 written by an Ohio native.

2. When reading contemporary literature, your analysis should focus on

F how the author relates characters and text structures to traditional or classic works.
G meanings of the out-of-date vocabulary.
H the setting of the story in the ancient Greek and Roman world.
J why the work is accepted as part of the literary canon.

3. As you evaluate a classic work of literature, you should consider

A what is new or groundbreaking about the writing.
B how the work is relevant to contemporary literature.
C how today's moral and cultural climate influenced the author.
D how the story was passed down orally from generation to generation.

4. A work is said to have literary merit if it

F is of a reasonable length.
G has been written within the last twenty years.
H is of the highest quality.
J features likeable characters.

5. Based on the descriptions of *Les Misérables* and *Atonement* on the previous page, it is likely that both works

A deal with social structure.
B were written by British authors.
C were written in the twentieth century.
D are based on myths set in the Roman world.

Directions On a separate sheet of paper, complete the following activity.

6. Find a traditional Native American tale using your school's library or the Internet. Summarize the tale in your own words. Then, write one or more sentences analyzing why you think this story has been important to its culture. Then, consider ways in which a character or another aspect of the myth relates to a similar element in a 20th- or 21st- century work. In addition to a novel or short story, you may consider a movie or a play.

Reading: Comprehension of Literary Text/Poetry

(3) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.

Explanation

Poets employ many different poetic conventions to enhance their writing. Common poetic conventions include meter, rhyme, simile, metaphor, alliteration, imagery, onomatopoeia, and personification.

- Meter is the recurring pattern of stressed and unstressed syllables in a line of poetry.
- Rhyme is the repetition of sounds at the ends of words. The rhyme scheme of a poem is its pattern of rhyming words at the ends of lines.
- A simile compares two unlike things using the words *like* or *as*.
- A metaphor compares two unlike things without using *like* or *as*.
- Alliteration is the repetition of initial sounds or syllables in nearby words.
- Imagery is language that appeals to the reader's senses.
- Onomatopoeia is the use of a word that imitates or suggests a sound.
- Personification is the assignment of human qualities to nonhuman things such as animals, objects, or ideas.

Examples

The following are examples of poetic devices:

- Meter (iambic): *The MORNS are MEEKer THAN they WERE…*
- Rhyme: *Had we but world enough, and time/This coyness lady, were no crime*
- Simile: *Doreen was as solid as a rock.*
- Metaphor: *Pedro is a pool of sadness.*
- Alliteration: *Nadir never needed to knock on Norman's door.*
- Imagery: *A quick, bitter gust of wind blew my tangled hair all over my face.*
- Onomatopoeia: *rattle, murmur, plop, clang, crash, buzz, boink*
- Personification: *The miserable chair groaned as I sat down on it.*

Directions Read the adapted excerpt below. Then, answer the questions that follow by choosing the letter of the poetic device or devices used in the quoted line.

from The Highwayman

by Alfred Noyes

The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight, over the purple moor,
And the highwayman came riding—
Riding—riding—
The highwayman came riding, up to the old inn-door.

Over the cobbles he clattered and clashed in the dark inn-yard,
And he tapped with his whip on the shutters, but all was locked and barred;
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

1. "The wind was a torrent of darkness among the gusty trees"

A personification
B alliteration
C repetition
D metaphor

2. "The moon was a ghostly galleon tossed upon cloudy seas"

F simile and alliteration
G oxymoron and onomatopoeia
H alliteration and metaphor
J metaphor and onomatopoeia

Directions On a separate sheet of paper, complete each activity.

3. How does Noyes use imagery and metaphor in the first stanza? Support your answer with details from the poem.

4. How does the meter of the first stanza change in lines 4 and 5? In what ways does this metrical change add to the meaning of the stanza?

Reading: Comprehension of Literary Text/Drama

(4) Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.

Explanation

The theatrical elements of character, scene, dialogue, and staging all contribute to a play's dramatic effect and help to express a play's theme, as follows:

- Character refers to the people in the play and the personality traits of these people.
- Scenes are the subsections into which a dramatic selection is divided. Each scene takes place in a given setting and involves the interaction of some or all of the play's characters.
- Dialogue refers to the words the characters speak.
- Staging refers to how the action in a play is presented. This includes how characters look, speak, move, or behave, and how much physical action there is in the play.
- Theme refers to the major idea of the play. It may be stated outright or implied.
- Dramatic effect is the overall impact of a play or the effect a scene in a play has on the audience.

Examples

The following are examples of character, scene, dialogue, and staging in plays from different periods of modern American drama:

- Character: The characters in *The Crucible* include John Proctor, Elizabeth Proctor, Abigail Williams, Reverend Hale, Judge Hathorne, and Rebecca Nurse.
- Scene: One of the most famous scenes in *The Crucible* is the courtroom scene in which Abigail and the other girls become hysterical and claim to see a spirit in the form of a bird.
- Dialogue: In the play's dramatic final scene, John Proctor refuses to sign a false confession, saying, "How may I live without my name?" This is an example of the play's dialogue.
- Staging: The scenes in which Abigail and the other girls see supernatural events can be presented in different ways. Where the actors move on stage and how they use props are part of the staging.

Directions Read the adapted excerpt from *Pygmalion* by George Bernard Shaw. Then, answer the questions that follow.

Covent Garden at 11:15 p.m. Torrents of heavy summer rain. Cab whistles blowing frantically in all directions. Pedestrians run for shelter into the market and under the portico of St. Paul's Church, where there are already several people, among them a lady and her daughter in evening dress.

DAUGHTER: I'm getting chilled to the bone. What can Freddy be doing all this time? Other people got cabs. Why couldn't he?

Freddy rushes in out of the rain, closing a dripping umbrella. He is a young man of twenty, in evening dress, very wet.

DAUGHTER: Well, haven't you got a cab?

FREDDY: There's not one to be had for love or money.

MOTHER: Oh, Freddy, there must be one. You can't have tried.

DAUGHTER: Do you expect us to go and get one ourselves?

FREDDY: I tell you they're all engaged. The rain was so sudden, nobody was prepared, and everybody had to take a cab. They were all engaged.

DAUGHTER: You haven't tried at all.

MOTHER: You really are very helpless, Freddy. Go again, and don't come back until you have found a cab.

FREDDY: I shall simply get soaked for nothing.

DAUGHTER: And what about us? Are we to stay here all night, with next to nothing on? You selfish pig—

FREDDY: Oh, very well. I'll go, I'll go.

He opens his umbrella and dashes off, but comes into collision with a flower girl, who is hurrying in for shelter, knocking her basket out of her hands. A blinding flash of lightning, followed instantly by a rattling peal of thunder, orchestrates the incident.

Directions On a separate sheet of paper, answer each question.

1. In this scene, what does the dialogue reveal about the characters? How does the dialogue help establish the conflict in the scene? Support your answer with details from the scene.

2. In this scene, the staging includes "torrents of heavy summer rain," "cab whistles blowing frantically," and lightning and thunder when Freddy crashes into the flower girl. How does this contribute to the dramatic impact of the scene?

Reading: Comprehension of Literary Text/Fiction

(5) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;

(B) analyze the internal and external development of characters through a range of literary devices;

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and

(D) demonstrate familiarity with works by authors in American fiction from each major literary period.

Explanation/Examples/Understand the Skill

Point of view refers to the perspective from which a story is told. A different perspective will change the story, shaping the reader's understanding of characters, plot, and setting. For example, the description of an event given by an observer will be different from the description given by a participant. A literary text can use one point of view, or it can shift perspectives throughout the text.

- A first-person point of view uses the pronouns *I* and *we*, and describes only what this character or narrator thinks and observes.
- A second-person point of view speaks directly to the reader, using the pronoun *you*. In this point of view, the reader can imagine herself or himself within the action of the story.
- An omniscient point of view has a third-person narrator who knows everything that happens in the story. This narrator uses the pronouns *she*, *he*, and *they*, and can describe what all characters are thinking, doing, and feeling.
- A limited omniscient point of view uses the third-person to tell the story from the perspective of one character. The narrator uses the pronouns *she*, *he*, and *they*, but can relate the thoughts and feelings of only one character.

Read the examples below. Then, rewrite each example in a different point of view.

- First-person point of view: *Today I was determined to wake up on time.*
- Second-person point of view: *You decide to take a short cut through the park on your way to school because you're running late.*
- Omniscient point of view: *Rebecca thought Jackson was rude for arriving late, but she didn't know that he had been working on their history project.*
- Limited omniscient point of view: *Mike smiled at Allison, but she ignored him. He wondered if she might be upset with him.*

Directions Choose the letter of the best answer to each question.

1. Which best describes the narrator of this selection?

Jason had always been curious about the abandoned house on the hill. One day, he thought he saw a light on in the attic, but as soon as he stopped to look closer, it was dark again.

A Jason
B someone in the house
C an omniscient observer
D Jason's friend

2. Which passage is most likely part of a third-person omniscient narrative?

F I felt my heart racing as I started the test.
G Before the test began, Alice was a bundle of nerves. "Uh oh," Mrs. Cullen thought, "She looks scared." Then, Alice calmed down. "I can do this," she thought.
H "I can do this," Alice thought just as Mrs. Cullen said, "Stay focused, Al."
J You might not believe you can ace the test, but you can.

Directions Choose the letter of the phrase that best completes each sentence.

3. The first person point of view uses the pronoun

A he.
B they.
C you.
D I.

4. A story's point of view

F is always the same.
G is the perspective from which a story is told.
H always includes the pronoun *I*.
J must offer an objective perspective.

Directions Use a separate sheet of paper to complete the activity below.

5. Rewrite the following selection in the limited omniscient point of view.

I called her all morning, but nobody answered the phone. I thought about what to do, and then decided to go over to her house. As I knocked on the door, I noticed her car wasn't in the driveway.

Reading: Comprehension of Literary Text/Literary Nonfiction

(6) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

Explanation

Most works of literary nonfiction use a variety of rhetorical techniques to influence readers, evoke emotions, and enhance meaning. It is important to evaluate the author's use of these techniques so that you can make a reasoned judgment about the text.

1. Rhetorical techniques shape language to make a text more persuasive, evoke emotional responses, and build meaning.
    - Figures of speech: words or phrases not meant to be taken literally
    - Hyperbole: exaggeration; representing something as being better, worse, less important, or more important than it really is
    - Euphemisms: substituting a more agreeable term for one that is unpleasant
    - Rhetorical questions: questions asked to make a point
2. Propaganda is an extreme form of persuasion. It tries to prejudice readers and make them act for or against a particular position or cause.
    - Bandwagon: an appeal to join the crowd and be on the winning side
    - Card stacking: presenting only information favorable to one side
    - Glittering generality: using appealing words with no concrete argument
    - Name calling: using language with negative connotations
    - Plain folks: suggesting that one's views reflect those of the common people
    - Testimonial: connecting a respected or famous person with a product or item
    - Transfer: applying qualities of one person, object, or value to another

Examples

The following are some examples of rhetorical techniques and propaganda devices:

- Rhetorical question: A parent asks a child, "*How many times do I have to tell you to clean your room*?"
- Euphemism: A company uses the term *downsizing* instead of *firing*.
- Testimonial: A famous athlete endorses a brand of cereal.
- Plain folks: Political candidates pose for photographs at a local restaurant.

Directions Choose the letter of the best answer to each question.

1. What is the purpose of a rhetorical technique?

A to make a text seem more sophisticated
B to make a text seem more persuasive and appeal to a reader's emotion
C to make a text use more figurative language
D to make a text appeal to the reader's reason

2. Which of the following is an example of a propaganda technique?

F using famous athletes to sell shoes
G citing scientific data from a medical study
H discussing the benefits and drawbacks of a new product
J including quotations in a written essay

3. Which type of literary nonfiction is most likely to use propaganda?

A a personal essay
B a humorous essay
C an autobiographical account of a journey
D an editorial expressing support for a political candidate

4. Which of the following is an example of a rhetorical device?

F A movie review explains the positive and negative qualities of a new movie.
G A textbook uses headings, captions, and graphic organizers to organize information.
H A book review makes the author's accomplishments sound more significant than they actually are.
J A train schedule reminds commuters of possible traffic delays.

5. The following sentence is an example of which kind of rhetorical device?

The military reported that two soldiers were injured by friendly fire.

A figure of speech
B exaggeration
C euphemism
D question without answer

6. The following sentence is an example of which kind of propaganda technique?

Everybody's using Pearly White toothpaste, and so should you!

F bandwagon
G card stacking
H name calling
J plain folks

Reading: Comprehension of Literary Text/Sensory Language

(7) Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

Explanation

An *allusion* is a reference to a well-known person, event, place, literary work, or work of art. Writers often make allusions to the Bible, Greek and Roman mythology, Shakespeare's plays, famous poems, historical and current events, and popular culture—references they expect their readers (or at least some of them) to recognize. Allusions connect literary works to a larger cultural heritage. They are a kind of literary shorthand that allows the writer to express complex ideas without spelling them out. Understanding what a literary work is saying often depends on recognizing its allusions and the meanings they suggest.

Examples

The following are some examples of allusions in modern and contemporary literature:

- The title of Bernard Malamud's story "The First Seven Years" is an allusion to the biblical story of Jacob, Rachel, and Leah.
- The title of Stephen Vincent Benét's story "By the Waters of Babylon," is an allusion to Psalm 137.
- The title of Thomas Hardy's novel *Far From the Madding Crowd* is an allusion to a line from Thomas Gray's poem "Elegy Written in a Country Churchyard."
- The title of Chinua Achebe's novel *Things Fall Apart* is an allusion to William Butler Yeats's poem "The Second Coming," which includes this line: "Things fall apart; the center cannot hold."
- Popular culture is itself a source of allusions. The title of Nick Hornby's novel *About a Boy* alludes to the Nirvana song "About a Girl." The title of T. Coraghessan Boyle's story "Greasy Lake" is an allusion to the Bruce Springsteen song of the same name.

Directions Read each passage and, on a separate sheet of paper, answer the questions that follow.

In order to graduate on time, I had to do well on both my final chemistry exam and my history term paper. I saw the two tasks as the Scylla and Charybdis of my senior year. If I spent too much time studying chemistry, I worried that I was spending too little time researching my history topic. If I spent a weekend working on my history paper, I feared I would forget all I had learned in chemistry. I worked all day and then—too often—I worried all night.

1. What allusion appears in this passage?

2. How does the allusion help to clarify the speaker's meaning?

In the room the women come and go
Talking of Michelangelo.

3. What allusion appears in this passage from T.S. Eliot's "The Love Song of J. Alfred Prufrock"?

4. How does the allusion help to characterize the women the speaker observes?

Reading: Comprehension of Informational Text/Culture and History

(8) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.

Explanation/Examples

Style is a writer's unique way of expressing ideas. Word choice, tone, mood, sentence structure, figurative language, and point of view all affect a writer's style. Style is not *what* a writer says but *how* he or she says it.

- Writers use different writing styles, such as formal, conversational, and journalistic, to achieve their purpose. A formal style is distinguished by careful use of words and complex sentence structure. This style may be used in formal poetry and nonfiction. Writers using a conversational style speak directly to the reader in a free flow of ideas. This style is often used in fiction.
- Tone is a writer's attitude toward a subject and is revealed by word choice and details. For example, the use of exaggeration can create a humorous tone. Tone often can be described in a word, such as *serious* or *playful*.
- Mood is the atmosphere created by the writer through imagery, rhythm, sound, and figurative language. Frightening images can create a suspenseful mood. Mood in a text might be suspenseful, somber, joyful and so forth.
- Irony is the contrast between what really happens and what the reader expects will happen. Irony can be tragic, humorous, or profound and can make a message more memorable and effective.

The following are examples of irony, mood, and tone:

- Irony: *Mother Nature greeted the first day of spring with ten inches of snow.*
- Mood: *Thousands of people were left hungry and homeless in the hurricane's wake—a disaster that could have been prevented.*
- Tone: *Jonas would have impressed his parents a whole lot more had he been reading his schoolbook right side up.*

Understand the Skill

Reread the examples of literary elements. Identify the mood and tone in the two examples and explain how the example for irony is ironic. Then, write your own sentences representing each of the three literary techniques.

Directions Choose the letter of the best answer to each question.

1. What literary element is represented in the following example?

Immediately after a lecture on the importance of showing physical affection, the lecturer takes the subway. In the subway car, he stands as far from other passengers as possible for fear of physical contact.

A metaphor
B irony
C tone
D mood

2. Which of the following styles is used in this quotation from the Declaration of Independence?

"When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another . . ."

F formal
G informal
H conversational
J journalistic

3. What mood is conveyed in the following lines from a Puritan poem?

"Then mine apparel shall display before Ye/That I am clothed in holy robes for glory."

A mystery
B doubt
C somberness
D reverence

4. Which of the following details would not contribute to a mood or feeling of suspense?

F an ominous creaking
G the tones of the clock that echoed eerily
H the familiar figure of her mother in the doorway
J breaking into a cold sweat

5. What tone is expressed in the following sentence?

I cradled the tiny bird in my hands, knowing I needed to act quickly and decisively.

A humorous
B compassionate
C angry
D contented

6. Which of the following sentences is an example of irony?

F A bird that injures its wing recovers to fly again.
G An unexpected rain shower means a baseball game must be cancelled.
H A man fearful of the risks of airplane travel gets into a car accident on the way to the airport.
J A comedian who was about to retire decides not to retire.

Reading: Comprehension of Informational Text/Expository Text

(9) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

Explanation

The process of synthesizing requires you to not only comprehend what you read, but to also retain it and draw inferences from it. Follow the steps listed below to assist you as you synthesize ideas from multiple selections:

- Write down the title, author, and publication date of each selection.
- Paraphrase the main idea and write down important details about each selection.
- Below your notes, further analyze each selection by writing one conclusion or inference.
- Combine conclusions and inferences from different selections to form a broader understanding of the topic. You do not need to include all of the details from each text, but you should reflect on the most important points.

Understand the Skill

Practice synthesizing information in a group of three to four students. Have each student locate a different expository text on an agreed-upon period or event in Texas state history. Each student should use his or her text to research the topic, then on a separate piece of paper, write conclusions and inferences drawn from the text. Each student should then share his or her findings with the group. As a group, synthesize the shared information to reach an improved understanding of your topic. Discuss how combining multiple sources allowed you to reach broader conclusions.

Directions Read the passages below. Then, on a separate sheet of paper, answer the questions that follow.

from Assassination of the Empress of Austria

GENEVA, SEPT. 11.

The Empress of Austria was assassinated here yesterday shortly before 2 o'clock in the afternoon. . . . [A]n individual coming along the quay in the opposite direction rushed up to her and stabbed her with great force in the region of the heart. The Empress fell, but . . . rose to her feet and walked on towards the steamer, evidently under the impression, as was her attendant, that she had merely received a blow. The weapon used was a long thin triangular stiletto, which pierced the region of the heart. . . .

The assassin, who attempted to escape, was arrested by two coachmen from a neighboring cab-stand close to the scene of his foul deed. He is understood to be an Italian Anarchist, about 25, named Luigi Luccheni, by profession a shoemaker, and has been residing for some months past at Lausanne. He offered no resistance, and displayed the utmost cynicism on being examined by the Commissary of Police.

from The Memorable Assassination

by Mark Twain

The more one thinks of the assassination, the more imposing and tremendous the event becomes. The destruction of a city is a large event, but it is one which repeats itself several times in a thousand years; the destruction of a third part of a nation by plague and famine is a large event, but it has happened several times in history; the murder of a king is a large event, but it has been frequent.

The murder of an empress is the largest of all events. One must go back about two thousand years to find an instance to put with this one. . . .

It is an event which confers a curious distinction upon every individual now living in the world: he has stood alive and breathing in the presence of an event such as has not fallen within the experience of any traceable or untraceable ancestor of his for twenty centuries, and it is not likely to fall within the experience of any descendant of his for twenty more.

1. Which passage focuses more on details specifically surrounding the assassination?

2. Which passage provides a larger historical context for the assassination?

3. Briefly describe your understanding of the assassination after synthesizing the information from the two sources.

Reading: Comprehension of Informational Text/Persuasive Text

(10) Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and

(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.

Explanation/Example

There are many types of persuasive texts, including essays, speeches, and articles. Media presentations, such as movies or certain news reports, often have persuasive content. The distinguishing feature of all persuasion is the author's intention to convince an audience to take a specific action or think in a particular way.

- An *argument* expresses the author's perspective. While an author will often consider other perspectives, he or she clearly builds a "case" for or against a position. Facts are used to support an argument. *Logic* and *reasoning* are the hallmarks of an effective argument.
- Effective persuasive writers tailor their messages to their *audience*, their readers or listeners. They take into account the audience's knowledge level, experiences, and goals. Every aspect of the message, from the types of evidence the author uses to the *tone*—or emotional attitude—he or she adopts is shaped by the author's awareness of the audience. For example, a presentation designed for children would use word choice, evidence, and tone far differently than would a speech presenting the same content to parents.
- *Propaganda* is persuasion that distorts the truth or provides false information. Often propaganda relies on emotional appeals—not necessarily the truth.

Here are some questions that will help you evaluate the persuasive message in a text:

- Who is the author?
- What are the author's underlying values or beliefs?
- Who is the audience, the group of readers or listeners, the author wants to reach?
- How does the text reveal the author's understanding of that audience?
- What evidence does the author use? How convincing is that evidence?
- What emotional appeals does the author use? Are those appeals meaningful or are they distortions of the truth?
- What tone does the author adopt to express the message? Does this tone help or hurt the author's ability to convince the intended audience?

Directions Choose the letter of the best answer to the question.

1. Which of the following statements is an emotional appeal that supports the persuasive message below?

Persuasive Message: Organ donation helps millions of sick and needy people in the U.S. every year.

A It is easy to become an organ donor.
B Organ donation benefits the recipient and his/her family.
C What if one of your loved ones desperately needed a new kidney?
D Mark your driver's license application to indicate your interest in donating your organs.

Directions Read the persuasive text below and answer the questions that follow.

The childcare program provides food, safe play, and education for more than 150 needy kids in our town. This vital program is now threatened. Two years ago, the town council reduced our budget by 10%. Last year, they cut the budget by 14%. We had to shorten our hours and lay off four workers. Today, new cuts are planned. The council wants to spend the money to plant trees on Main Street. Our campaign will let them know that it is more important to help children than it is to provide shade for shoppers!

2. Which statement best expresses the message of this text?
F The childcare program should be supported above other programs.
G Children need quality daycare in order to succeed in life.
H Budget cuts require difficult choices.
J Funding cuts have been steadily increasing.

3. What audience does this text seem intended to reach?
A journalists who are reporting about the town's budget cuts
B business owners who have shops on Main Street
C parents and teachers who are involved in the childcare program
D politicians at the highest levels

4. What adjective best describes the tone of this text?
F humorous
G urgent
H worried
J sarcastic

Reading: Comprehension of Informational Text/Procedural Text

(11) Students understand how to glean and use information in procedural texts and documents. Students are expected to:
(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and
(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Explanation

Graphic features are visual displays of information included in written texts. They can include maps, charts, illustrations, graphs, timelines, tables, and diagrams. These features will help you understand the main ideas and significant details of a text.

- Graphic organizers are visual representations of information. They include maps, concept webs, charts, and diagrams. Graphic organizers can help organize ideas, events, and details by sequence, main ideas, or other method.
- Charts have columns and rows to organize related ideas under common headings.
- Graphs are diagrams that show the relationships among quantities. Graphs, such as bar graphs and line graphs, can show how numbers change over time. By looking at a graph, you can determine trends over time and understand how different variables are related.

Examples

The following chart shows the rainfall in a town for the first half of an average year. You can use it to see how rainfall amounts change from month to month.

Month	Average rainfall (in inches)
January	.9
February	1.2
March	2.7
April	3.1
May	3.0
June	2.9

Directions Choose the letter of the best answer to each question.

1. Which of the following is a graphic feature?

A a heading
B a paragraph
C a column
D a picture

2. Which of the following is a graphic organizer?

F a picture
G a concept web
H a page of text
J a subtitle

3. What description best characterizes a graphic feature?

A a section of details in the text
B a visual display of information in a text
C a heading, caption, or print style
D a list of main ideas

4. For which of the following scenarios would it be most helpful to see a graph?

F the U.S. population in 1976
G the series of events leading up to World War II
H the rising U.S. population from 1880 to 1920
J the key terms that relate to the topic *America in the 1950s*

Directions Choose the letter of the phrase that best completes each sentence.

5. Graphic features are

A visual sources of information.
B imagined sources of information.
C written sources of information.
D general sources of information.

6. Graphic features are most useful to

F organize important ideas from the text.
G make the text look interesting.
H overshadow the written text.
J show how trends are related over time.

Reading: Media Literacy

(12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multilayered media;
(C) evaluate the objectivity of coverage of the same event in various types of media; and
(D) evaluate changes in formality and tone across various media for different audiences and purposes.

Explanation

You should always evaluate the messages you hear from television, radio, the Internet, and other forms of media. Evaluating the messages will help you form judgments about the social and cultural views they express.

- Every media message has a point of view. Recognizing the point of view can help you to know whether you accept a message or not.
- The media use subtle messages to pass on information about social and cultural values to viewers and listeners. Advertisers may also reinforce stereotypes in their use of certain types of models or actors.
- Advertisements use persuasive techniques to encourage people to buy things or adopt certain social or cultural values. Recognizing the strategies advertisers use will help you evaluate messages in advertisements.
- The media use strategies that involve language, visuals, and special effects. They use words to appeal to people's emotions. Advertisers use design elements like color, texture, and shape to influence people. Computer generated animation or fast- or slow-motion sequences create excitement and stimulate interest in a product or an idea.

The following are examples of strategies used to express social and cultural values in media messages:

- Language: *An ad for toothpaste proclaims: "Whiter teeth, brighter life!"*
- Visual: *A TV documentary on global warming shows photos of polar ice caps melting alongside photos of traffic jams in Los Angeles.*
- Special Effects: *An animated ad about a new video game shows cars racing at breathtaking speeds across deserts and over mountains.*

Directions Choose the letter of the best answer to each question.

1. Why is it important to recognize the point of view of a media message?

A so you can figure out what the strategy is
B so you can decide if the social or cultural views are ones you want to accept
C so you can figure out if it is an advertisement or not
D so you can figure out if you want to watch it or not

2. What would be the purposes of an advertisement selling tickets to see a popular rock star?

F to persuade and describe
G to persuade and inform
H to persuade, entertain, and express a cultural view
J to persuade and express a cultural view

3. Why are most media messages created?

A to make money or gain power
B to help people make money
C to persuade people to be happier
D to inform, persuade, or entertain

4. Which of the following is the reason advertisers generally use words?

F to convey factual information about a product
G to help people buy things they really need
H to make people feel better about themselves
J to appeal to people's emotional needs

5. A colorful billboard in front of a restaurant would represent what kind of advertising strategy?

A special effects
B visual appeal
C emotional appeal
D reinforce a stereotype

6. Which of the following most likely would be the purposes of an advertisement that reinforces a stereotype?

F to persuade and entertain
G to persuade and express a cultural view
H to inform and persuade
J to inform and express a cultural view

Writing: Writing Process

(13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;

(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Explanation/Examples

Consider the following as you edit your work:

- Capitalize proper nouns (names of people, countries, days of the week, months of the year, holidays, and titles such as *Mr.* or *Ms.*). Capitalize the first word of each sentence and the first word in each quotation.
- Use punctuation to reinforce the clarity of your writing and to set a pace for the reader. Check for proper use of commas, periods, and semicolons.
- Watch for commonly misspelled words and commonly confused words.
- Verb tense should be consistent; only change verb tenses when necessary.
- Complete sentences have at least one subject, one verb, and express a complete thought. Structure your sentences so that your ideas are clearly stated.
- Well-written paragraphs consist of sentences that develop a single idea.

The following are examples of edited sentences:

- Incorrect capitalization: *i'm going to arizona for thanksgiving dinner.*
  Edited: *I'm going to Arizona for Thanksgiving dinner.*
- Incorrect verb tense: *This morning the bus come late.*
  Edited: *This morning the bus came late.*
- Incorrect sentence structure: *It began to rain, they stopped the game.*
  Edited: *It began to rain, so they stopped the game.*

Directions Choose the letter of the best answer to each question.

1. Which form of the following sentence has been correctly edited for proper capitalization and spelling?

every may my sister angie and i visit our freinds in omaha.

A Every May my Sister Angie and i visit our frends in Omaha.
B Every may my sister Angie and I visit our frends in omaha.
C every may my Sister angie and i visit our freinds in omaha.
D Every May my sister Angie and I visit our friends in Omaha.

2. Which form of the following sentence has been correctly edited for proper use of verbs?

Phil say one thing but often did something else.

F Phil says one thing but often did something else.
G Phil said one thing but often do something else.
H Phil says one thing but often does something else.
J Phil say one thing but often does something else.

3. Which form of the following sentence has been correctly edited for proper sentence structure?

Tara left the party early she was really tired.

A Tara left the party early, she was really tired.
B Tara left the party early; she was really tired.
C Tara left the party, early she was really tired.
D Tara left the party. Early she was really tired.

4. Which form of the following sentence has been correctly edited for proper use of pronouns?

Mike had to laugh at hisself, knowing him had made a silly mistake.

F Mike had to laugh at heself, knowing his had made a silly mistake.
G Mike had to laugh at hisself, knowing he had made a silly mistake.
H Mike had to laugh at himself, knowing he had made a silly mistake.
J Mike had to laugh at himself, knowing him had made a silly mistake.

5. Which form of the following sentence has been correctly edited for proper punctuation?

Ruth thought of two possible answers first France second Spain.

A Ruth thought of two possible answers, first, France, second, Spain.
B Ruth thought of two possible answers: first France, second Spain.
C Ruth thought of two possible answers: first, France; second, Spain.
D Ruth thought of two possible answers; first, France, second, Spain.

Writing: Literary Texts

(14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and

(C) write a script with an explicit or implicit theme, using a variety of literary techniques.

Explanation

An engaging story centers on a clear conflict experienced by complex and non-stereotypical characters. A variety of literary strategies and devices help the writer develop the conflict and portray the characters and settings.

- Figurative language is writing that is not meant to be taken literally. Common figures of speech include metaphor, simile, and personification. A simile uses *like* or *as* to compare two unlike things. A metaphor compares two unlike things without using the words *like* or *as*. Personification gives human characteristics to nonhuman objects.
- Dialogue is the conversations among characters in a story. Authentic, believable dialogue is an important element of character development.
- The tone of a story is the narrator's attitude toward the characters and events he or she describes.
- Mood, or atmosphere, is the feeling created by a story.

Examples

The following are examples of narrative passages in which the use of figurative language helps to create tone and mood.

- *My heart pounded uncontrollably. Filled with foreboding, I nervously counted the seconds until the bus would arrive to shepherd me to my first day at a new school.*
- *She weaved smoothly and seamlessly through the soccer field. With no apparent effort, she extended her leg and propelled the ball toward the net.*

Directions Choose the letter of the best answer to each question.

1. Which of the following describes a conflict that might form the basis for a short story?

A Twin sisters look forward to going away to college.
B A small-town grocery store faces bankruptcy.
C Friends work to restore an old house.
D Two men discuss philosophy over dinner.

2. Identify the mood of the following passage.

The ground crackled each time our feet met the earth, and our silence grew more deafening as the sun began its slow descent toward the horizon. The trail was nowhere in sight and we had forgotten a compass. There was no doubt about it. We were lost.

F joyful
G ominous
H mysterious
J romantic

3. Which literary devices are used to develop the characters in this passage?

Mei knew Lara was worried about the camping trip. In Lara's sixteen years, she had never been swimming anywhere but a pool. River, lake, forest were totally foreign to her. Lara's imagination was turning the trip into a nightmare—a caterpillar transformed into a monster instead of a butterfly.

"Lara," Mei said. "I won't let any wild beasts get you!"

A dialogue and metaphor
B dialogue and simile
C dialogue and personification
D simile and metaphor

4. What type of language is not meant to be taken literally?

F formal
G informal
H figurative
J instructional

Directions On a separate sheet of paper, follow the instructions below.

5. Think of a time in your life when you faced a conflict. Then, write a narrative based on this experience. Your story should be at least five paragraphs long. Remember to use figurative language and dialogue to develop characters.

Writing: Expository and Procedural Texts

(15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;

(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate);

(C) write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions or contradictory information; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

Explanation

A résumé is an outline and description of a person's employment history, skills, and education. Serious and direct, a résumé should include these elements:

- A heading stating your name and contact information
- A brief mission statement outlining your career goals
- A detailed list of employment experience, including employers' names, locations, dates of employment, and your responsibilities
- Education, including schools you attended and dates of attendance

Example

The following is an example of a job description on a résumé:

Employment Experience
Animal Care Center, 123 Main Street, San Jose, CA., Jan., 2008 – Sept., 2008.
Front Desk Assistant: answered phone, helped check animals in and out

Directions Choose the letter of the best answer to each question.

1. What is the purpose of a mission statement?

A to give a potential employer a brief picture of your goals and interests
B to give a potential employer a complete profile of your interests
C to describe your special skills to an employer
D to describe your educational plans to an employer

2. What should the overall tone of a résumé be?

F gracious and complimentary
G outspoken
H serious and direct
J urgent

3. What are the basic sections of a résumé?

A heading, employment experience, education, special skills
B heading, mission statement, hobbies, employment experience
C heading, mission statement, employment experience, references
D heading, mission statement, employment experience, education

Directions On a separate sheet of paper, follow each set of instructions.

4. Think about a type of work you might want to do. Then, under the heading *Mission Statement*, list some of your career goals. Under the heading *Special Skills*, list any special skills you have. Then, create a list of possible summer jobs that might interest you.

5. Pick one possible summer job from the previous question and write the opening paragraph of a letter of inquiry to a potential employer. State your purpose clearly, keep your content concise, and remember to refer to your enclosed résumé.

Writing: Persuasive Texts

(16) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
(C) an organizing structure appropriate to the purpose, audience, and context;
(D) information on the complete range of relevant perspectives;
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

Explanation

The purpose of persuasive writing is to prove or refute a point of view. A persuasive writer usually aims to convince an audience to accept his or her position on an issue. All forms of persuasive writing share certain elements, as follows:

- The thesis is the central idea or position in a piece of writing. In persuasive writing, the thesis should be based on logical reasons.
- All persuasive pieces should include information that supports the thesis. Support lends credibility to an argument by providing proof that the stated position is sound and logical. Facts, statistics, and expert opinions are all strong methods for supporting a persuasive thesis.

Examples

The following is an example of a thesis as well as evidence that supports it:

- Thesis: *Walking is an inexpensive, fun way to stay healthy and a great way to lose weight.*
- Facts: *Walking can reduce your risk of diabetes and heart disease. Walking just three times a week for 30 minutes improves cardiovascular health.*
- Statistic: *A recent study shows that over 50% of American adults do not get the recommended amount of exercise.*
- Expert Opinion: *"Clients who begin walking three times a week demonstrate improved moods and more energy," says celebrity trainer Jennifer Smith.*

Directions Choose the letter of the best answer to each question.

1. What is the purpose of including supporting evidence in a persuasive piece?

A to lend credibility to an argument
B to provide more information about the topic
C to describe the topic in more depth
D to explain how to take action about the topic

2. Imagine that your friend Chris is running for class president. You want to write an editorial for your school newspaper to support his candidacy. Which of the following would be the best thesis statement?

F Chris is clearly the coolest of all of the candidates and therefore should be our class president.
G Chris is a natural leader whose past experience on the student council has prepared him to be an outstanding class president.
H Voting for a candidate other than Chris is like throwing your vote away.
J Chris is my best friend and I would do anything to see him succeed.

3. Imagine that you are writing a report to help a film production company's CEO decide whether or not to make more action movies. Which of the following statistics would be the best to include in your report?

A the percentage of film critics who like the company's movies
B the amount of money made by the company's first action movie
C the total profits accumulated by the company's action movies compared to the profits of movies of other genres
D the percentage of parents who disapprove of violence in movies

4. Imagine that you are giving a speech to convince your audience to save a town park that may be converted into a parking lot. Which of the following would be the best expert opinion to share in your speech?

F a resident complaining that there is a lack of parking spaces in town
G a young child saying what she likes about the park
H a city planner explaining how green spaces benefit communities
J a local parent who feels indifferent on the subject

Directions Using a separate piece of paper, follow the instructions below.

5. Think about an improvement you would like to see made to your school or community. Write an editorial for your school newspaper in which you argue for the improvement. Support your thesis with sound evidence, including facts, expert opinions, and quotations. Be sure to use language that is appropriate and convincing.

Oral and Written Conventions: Conventions

(17) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

Explanation

While a complete sentence always has a subject and a verb, it can be set up in a variety of ways. Including a variety of sentence types, in a written work makes the writing more interesting. Too many short, choppy sentences can be boring, while too many long sentences can be difficult to follow. A strong piece of writing has a balance of sentence lengths and types.

The four basic sentence types are, as follows:

- A simple sentence contains one subject and one predicate. The subject or the predicate may be compound (e.g., the compound subject *Jonah and Miguel*).
- A compound sentence consists of two or more simple sentences joined together by a conjunction (e.g., *and*, *because*, *but*, *however*).
- A complex sentence consists of one main clause, or independent clause, and one or more subordinate clauses. An independent clause has a subject and a verb and can stand on its own as a complete sentence. A subordinate clause has a subject and a verb but cannot stand on its own as a complete sentence. For instance, *We went to the store before we picked up Joyce at school.* "*We went to the store*" is the independent clause and "*before we picked up Joyce at school*" is the subordinate clause.
- A compound-complex sentence consists of two or more simple sentences combined with one or more subordinate clauses.

Examples

The following are examples of the four basic sentence types.

- Simple sentence: *Sara likes dogs.*
- Compound sentence: *Sara likes dogs, and Alex likes cats.*
- Complex sentence: *Aunt Catherine just adopted a new kitten, an orange tabby that is only three months old.*
- Compound-complex sentence: *Although I am puzzled by this situation, the new orange tabby loves to play with dogs, and our dog loves to play with cats.*

Directions Choose the letter of the best answer to each question.

1. Which of the following is a compound sentence?

A I am going to the movies.
B I like horses.
C My cat loves to play.
D I enjoy listening to music, and I love playing the guitar.

2. Read the following sentence, and then identify the subordinate clause.

When I went to the circus on Sunday, I saw a man walk the tightrope, and I also saw a woman perform on the trapeze.

F When I went to the circus on Sunday,
G I saw a man walk the tightrope,
H I saw a man walk the tightrope, and I also saw a woman perform on the trapeze
J I also saw a woman perform on the trapeze

3. What two elements must a complete sentence always include?

A an independent clause and a subordinate clause
B a subject and a verb
C two independent clauses
D two subordinate clauses

4. Which of the following is a correct example of a complex sentence?

F While I was at baseball practice, I caught a fly ball.
G I love to watch baseball and soccer too.
H I have been playing baseball for five years.
J I play soccer in the fall, and I play baseball in the spring.

5. Which of the following is an independent clause?

A I went to the movies last night
B while at the movies last night
C because the movie was too long
D at the end of the movie

Directions On a separate sheet of paper, complete the activity.

6. Combine two or more of the following sentences or sentence parts to create a compound sentence, a complex sentence, or a compound-complex sentence. Then, identify the type of sentence that you have written.

After the game
I went to the bakery.
I ate a muffin.
I drank a glass of orange juice.
Since I was hungry

Oral and Written Conventions: Handwriting, Capitalization, and Punctuation

(18) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

Explanation/Examples

Academic language includes correct spelling and punctuation, as well as standard grammar. It is important to understand the different punctuation marks commonly used in English and to employ them accurately and consistently in your writing.

- Commas are used to separate words and phrases or to indicate a slight pause in a sentence. *After we went shopping, Jane and I went out to dinner*.
- Semicolons separate complete thoughts that are related to each other. By using a semicolon instead of a period, you emphasize the relationship between thoughts. *Jamal's favorite class is English; Terri's favorite is history*.
- Colons are a near-stop in a sentence. Colons usually introduce a list or a series. *There are so many places I still have left to visit: Italy, France, England, and China*.
- Dashes show a break in thought. *Kurt wondered what he was doing here—and realized he had no idea*.
- Parentheses allow you to add information that is not essential to a sentence. When you use parentheses, you are "whispering" this information to the reader. *I did not get much sleep last night (as usual), so I am very tired today*.
- Quotation marks indicate dialogue and show that a person is speaking. *"I think it's time we all went home," Roger said firmly.*

Understand the Skill

Read the sentences below. Correct any improper uses of punctuation.

- *I found a penny today (when I was walking down the street) and it was head's up.*
- *It was raining today, the game was called off.*

Directions Choose the letter of the best answer to each question.

1. Which of the following sentences correctly uses the semicolon?

A Marvin is a talented painter and; Fred is a famous sculptor.
B Marvin is a talented painter and Fred; is a famous sculptor.
C Marvin is a talented painter; Fred is a famous sculptor.
D Marvin; is a talented painter, Fred; is a famous sculptor.

2. If you wanted to combine the two sentences below, where would be the best place to add a colon?

I couldn't believe that all of my siblings were sick. Martin had the flu, Michael had a fever, and Martha had chickenpox.

F after *believe*
G after *siblings*
H after *and*
J after *sick*

3. Which of the following sentences uses quotation marks correctly?

A Dad said, "be home for dinner".
B Dad said, "Be home for dinner."
C Dad said "Be home for dinner".
D Dad said, be "home for dinner".

4. Suppose that this sentence is a line in a letter that someone is writing to a friend with whom they have not spoken in many years. Which of the following sentences demonstrates the best use of parentheses?

F Larry (my youngest son) slipped on the stairs and broke his arm.
G Larry, my youngest son, slipped (on the stairs) and broke his arm.
H Larry, my youngest son, slipped on the stairs (and broke his arm).
J (Larry) My youngest son slipped on the stairs and broke his arm.

Directions On a separate sheet of paper, complete the activity.

5. Using academic language, write a short letter to a former employer, asking if he or she would recommend you for a job. Make sure your use of punctuation is correct.

Oral and Written Conventions: Spelling

(19) Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

Explanation

Using resources such as dictionaries, thesauri, and glossaries can help you avoid spelling errors in your writing. While computer spell-checking programs can be helpful, they can also provide misleading results. Therefore, it is important to understand how the following resources are structured and to feel comfortable using them to check your work:

- A dictionary lists words alphabetically. Guide letters or words at the top of each page indicate the range of words that appear on the page. A dictionary entry includes each word's pronunciation, definition, and part of speech. Many dictionaries also provide the word's history, or etymology. To use a dictionary to check spelling, start by looking up the word as you think it is spelled. If the word does not appear where you thought it would, consider other ways in which the word might be spelled.
- A thesaurus also lists words alphabetically. The main purpose of a thesaurus is to provide synonyms and antonyms. A thesaurus may also include a word's part of speech and will often list cross-references to other words that share similar meanings. To use a thesaurus to check spelling, start by looking up the word as you think it is spelled. Alternatively, you might look up a synonym for the word you need to check. For example, if you want to check your spelling of the word *cautious*, you might look up the word *careful*, a synonym of *cautious*. It is likely that the word *cautious*, correctly spelled, will appear in the listing.
- A glossary is a list of words that appears at the end of some books. Glossaries are particularly common in works of nonfiction. A glossary provides definitions for specialized terms or significant words that appear in the work. Like a dictionary, a glossary is organized alphabetically.

Examples

These are examples of resources you can use to check your spelling:

- Dictionary entry:
  hazardous (haz′ər dəs) *adj*. filled with danger; risky
- Thesaurus entry:
  hazardous
  synonyms: unsafe, dangerous, perilous; see *dangerous*
  antonyms: safe, secure

Directions Choose the correct spelling of the word that correctly completes each sentence. If necessary, use a dictionary or thesaurus to check your work.

1. Gasoline is a highly ________________ liquid.

A combustable
B combustible
C cambustable
D comebustible

2. The lasagna my mother made was ________________.

F deliceous
G delicious
H dealishus
J delyicious

3. American currency is printed on special paper to discourage ________________.

A counterfaiting
B counterfeiting
C countertiting
D counterfitting

4. When balancing the demands of school and work, you must make ________________ use of your time.

F eficient
G efficient
H eefishent
J afishent

5. In most theaters, the previews ________________ the feature film.

A precede
B preceed
C preeced
D preacede

Directions On a separate piece of paper, complete the activity.

6. Write a paragraph describing a book you have recently read or a movie you have recently seen. Consult a dictionary or thesaurus to check your spelling.

Research: Research Plan

(20) Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

Explanation

Developing a research plan helps you locate sources that will give you information about your topic. When you formulate a plan for research beforehand, you will be able to locate what you need more easily. Take the following steps to develop your plan:

1. Focus questions are questions that you want to answer in your research paper. Once you have developed your focus questions, you will need to find sources that can help you answer them.
2. Brainstorm for a list of resources that are available in your school and community. Decide which of these resources will best help you answer your focus questions. As you progress through your research, your plan may change depending on the information you discover in your sources.
3. Consider the requirements for the writing assignment. The length of the paper and the number and kind of sources you are to use will guide your research.

Examples

The following is an example of making a research plan:

- Suppose you are writing a research paper about the invention of the steamboat. Your teacher has asked you to use at least eight sources. You are to use both print and on-line sources. At least two should be primary sources.
- First, make a list of sources available to you. Consider some that might not be immediately obvious, such as interviews with academics or materials from historical societies and museums.
- Consider the requirements for the assignment. Are you able to identify at least six sources that will probably be useful? Will the sources likely be able to help you answer your focus questions? You may wish to come up with more than the required number of sources, and then narrow down the list as you go.

Directions Choose the letter of the best answer to each question.

1. What is the purpose of a research plan?

A to help you develop a strategy to answer your focus questions
B to organize facts you discover in your research
C to decide in advance what focus questions you want to ask
D to give credit for information you discover in your research

2. Which would be most helpful in developing a research plan?

F learning the correct format for creating a bibliography
G making a graphic organizer to accompany your finished paper
H talking to a friend about topics that interest you
J searching online for books and articles related to your topic

3. Suppose your teacher has assigned you to write a research paper about women who fought in the American Revolution. Which piece of information do you need to know in order to develop a research plan?

A the number of years the American Revolution lasted
B how to use keyword searches to find information online
C the type of bibliography you should have
D the number of pages your research paper should be

4. Which of the following would most likely cause you to revise your research plan?

F You find more information than you expected in one source.
G You find several useful books on your topic.
H You decide to use a Web site as a source.
J One of the books you want to use is unavailable.

Directions On a separate sheet of paper, follow the directions below.

5. Suppose you have been assigned to write a research paper about the origin of the Internet. Write five focus questions that would help you research this topic. Use an encyclopedia or other resource if necessary to help you write focus questions. Then, develop a research plan. Brainstorm for at least eight sources that you could use and list them on your paper.

Research: Gathering Sources

(21) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;

(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

Explanation/Examples

As you prepare to write a research report, it can be helpful to organize the information you collect that supports your thesis. One way to organize information is to take notes on index cards and then order your notes to form the structure of your report. Also, as you research, look for reliable and recent sources. Books and encyclopedias are generally reliable, but Internet sources may or may not be trustworthy. Consider the following when you evaluate whether a site is reliable:

- Government and educational sites (*.gov* and *.edu*) are usually reliable, as are many *.org* sites. Sites ending in *.com* and *.net* might be unreliable. To determine if a site is reliable, consider who created the site and its purpose.
- A reliable site should be free of errors and should clearly convey its information. A site that is disorganized or difficult to navigate is not reliable.

Below are sample thesis and index cards with information about the topic:
Thesis Statement: *Social networking sites can make the transition from high school to college easier for students.*

"Can Online Networking Sites Help New Students Settle Into University?" http://www.correct URL.htm 95% of 16–18 year-olds who plan to go to college use social networking sites such as Facebook and MySpace.

***Science Daily* (October 14, 2008)** Facebook is "Social Glue" for university freshmen in the first weeks of college, normally a difficult social time.

Directions Choose the letter of the best answer to each question.

1. Which of the following is the best indication that a Web site is reliable?

A It is the online version of a respectable publication.
B The title font sparkles and flashes.
C It contains links to several other sites.
D There are very few spelling errors.

2. Which sources are the best to use in a report?

F both reliable and questionable sources
G the first sources you find in the library or on the Internet
H print and electronic sources that refute your thesis
J print and electronic sources that support your thesis

3. What should you do if the information on a Web site is disorganized and difficult to navigate?

A Assume the site will also have errors in logic.
B Question whether this is a reliable site.
C Use the site for all the information in your report.
D Close the site immediately.

4. Which of the following sources would most likely provide reliable information for a research project on the complete history of American cinema?

F *.com* Web site of an organization that reviews the latest American films
G brief magazine article published in 1970 that discusses how American movies have changed over the past several decades
H book comparing famous American films with films from other countries
J *.org* Web site created by a university film professor to inform students about different eras of American movies

Directions On a separate sheet of paper, complete each activity.

5. Find two or three additional sources to support or disprove the thesis statement given in the Examples section on the previous page. You may use print or online sources.

6. Choose any topic and find four Web sites that provide information about your topic. Determine whether or not each site is a reliable research source and explain why. Use examples from each site to support each conclusion.

Research: Synthesizing Information

(22) Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(A) modify the major research question as necessary to refocus the research plan;
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and
(C) critique the research process at each step to implement changes as the need occurs and is identified.

Explanation

Thorough research includes using a variety of sources: print sources, electronic databases, and online sources, as follows:

- Print sources include books, magazines, newspapers, encyclopedias, and almanacs.
- Electronic databases are collections of information organized for rapid search and retrieval. A library's computerized catalog is an electronic database. You can search the catalog by subject, author, or title.
- Online sources have a tremendous amount of information. Unless you have specific sources in mind, it is best to use a search engine to find appropriate Web sites. Using specific key words will narrow your search. For example, if you are looking for information about inventions, searching for *communication inventions* will give you more specific results than if you searched for *inventions*. Searching for information using quotation marks (for example, "*European capital cities*") tells the search engine to find online sources that include that exact phrase. Always evaluate the credibility of Web pages. Government sites, which end in *.gov*, and sites created by educational institutions, which end in *.edu*, are generally reliable.
- Use the results of your searches to formulate research questions and refocus your research plan, if necessary. Suppose you are researching modern disasters at sea. When you begin searching the Internet, you find many references to ships lost at sea. You might ask, *Which disasters at sea occurred in the 20th century?* or *Which ships were lost at sea since 1900?* This will help you to narrow your searches. You can then modify your research plan to generate a list of sources that are likely to have the information you will need to further define your topic.

Directions Complete each activity on the lines provided.

1. Suppose you are researching famous American buildings. Find two different print sources that contain information you might be able to use in a research report and list them below.

____

____

____

____

2. Suppose you are using an online search engine to research famous American buildings. What key words would you use?

____

____

____

____

Directions On a separate sheet of paper, complete each activity.

3. Prepare to write a report on space travel. Begin searching print resources, electronic databases, and online resources, and create a list of possible topics for this report.

4. Study your list of possible topics. Narrow the focus of your report by selecting one topic on which you can do research and write a short but comprehensive report. Create at least two questions that will guide your research.

5. Develop a research plan for your report. First, create a thesis statement about your topic. Then, create a list of possible sources you might research.

6. Research information for your topic and find support for your thesis statement. List at least three pieces of evidence that support your thesis.

7. Write a paragraph describing how having and refocusing a research plan affected your approach to researching this topic.

Research: Organizing and Presenting Ideas

(23) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;
(D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and
(E) is of sufficient length and complexity to address the topic.

Explanation/Examples

It is your responsibility as a researcher to give credit for any information you use in a report. Using others' ideas without properly crediting your sources is plagiarism, which is a serious academic offense.

- While researching, you should read numerous sources and analyze different ideas to develop your own opinions. While synthesizing information is perfectly acceptable, you must give credit for any ideas that are not your own.
- The two main styles for citing sources are MLA style (Modern Language Association), which you will use for most research reports, and APA style (American Psychological Association), which is used mainly for research in the social sciences. The proper formats for APA and MLA in-text citations are provided below.
- Keep thorough records of your sources and the information you derive from them, and include a Works Cited (MLA) or References (APA) page at the end of your report. Additionally, cite direct quotations and paraphrased ideas in the text of your paper.

The following are examples of in-text citations for ideas paraphrased from Kate Milner Rabb's *National Epics*:

- APA style: *According to Rabb (1896), Homer was a fictional character, and the Iliad was a set of unconnected poems later collected and combined into one work (p. 54).* The date of publication is 1896.
- MLA style: *Homer's characters, while heroes, are also typical men. It is the human interest, as well as simplicity of style and grandeur of treatment that make this work immortal. (Rabb 54)* The page number on which the information was found is 54.

Directions Choose the letter of the best answer to each question.

1. What is an example of plagiarism?

A using someone else's work and presenting it as your own
B giving credit for all sources you use in your research report
C using MLA style
D paraphrasing another's words and ideas

2. How can you avoid plagiarism?

F Only write papers dealing with the social sciences.
G Use in-text citations only for ideas you have directly quoted.
H Use in-text citations and a Works Cited or References page to give credit to those whose ideas you have used.
J Use only your original ideas when writing research papers.

3. What does it mean to use a direct quotation?

A Use another person's exact words, surrounded by quotation marks, in your writing.
B Restate a person's thoughts in your own words.
C Put a person's ideas together in a new way that is your own.
D Include information from both electronic and print sources while analyzing your research topic.

4. What do you do when you synthesize information?

F Read only print sources while researching.
G Create a Works Cited or References page.
H Place quotation marks around direct quotations.
J Combine different pieces of information from many sources to draw conclusions on your research topic.

5. Which of the following is a correct MLA style in-text citation for paraphrased information?

A According to researcher John Smith, 75 percent of players have no formal training. (Smith, 2007, p. 3)
B According to John, 75 percent of players have no formal training. (Smith 2007)
C Smith (2007) says that 75 percent of players have no formal training.
D Seventy-five percent of players have no formal training. (Smith 3)

Directions On a separate sheet of paper, complete the following activity.

6. Use two Web sources and two print sources to research the effects of decreased ozone in our atmosphere. Take thorough notes on each source and write a three-paragraph report on your findings. Include at least two MLA style in-text citations for paraphrased ideas. Additionally, create a Works Cited page. If necessary, consult a reliable Web site for MLA guidelines.

Listening and Speaking: Listening

(24) Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and

(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.

Explanation/Example/Understand the Skill

When evaluating a speaker, keep in mind two aspects of his or her uses of language:

- *Diction, or word choice:* A speaker's diction may be formal, informal, technical, casual, emotional, or neutral. As you evaluate a speech, listen closely for specific words the speaker uses to explain ideas and indicate his or her attitude toward them. Notice whether the speaker uses any charged language—words that are especially loaded with emotion. For example, the words "wrongs" and "evils" have similar meanings, but "evils" is far more loaded with negative meaning. It is a charged word.
- *Syntax, or order of ideas:* Pay attention to the way the speaker orders ideas within sentences. Consider whether the syntax is grammatically correct and suitable for the occasion and purpose of the speech. Notice if the speaker uses repetition or other devices to emphasize meaning.

In addition to uses of language, evaluate the clarity of the speaker's message. Consider whether the ideas are clearly stated and logically developed. Likewise, consider whether all the pieces of the speech work together to create a unified whole.

The following is a speech by Chief Joseph of the Nez Perce tribe in 1877, in which he surrenders to the U.S. Army, after first refusing to give up their land in Oregon Territory. Evaluate the speech. Does the speaker explain his main point and use examples?

"Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our Chiefs are killed; Looking Glass is dead, Ta Hool Hool Shute is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead. It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are—perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever."

Directions Choose the letter of the best answer to each question.

1. What effect does a speaker's diction have on an audience?

A It helps clarify a speaker's attitude toward the topic.
B It helps explain the topic.
C It demonstrates the speaker's knowledge of the topic.
D All of the above are true.

2. Which of the following is the best example of charged language?

F This situation has caused so many problems.
G These appalling actions will be the death of this community.
H This situation is going from bad to worse.
J This situation requires a unified response.

3. Which answer choice best defines the type of diction in the passage below?

> Today, I am delighted to announce thrilling plans to reinvigorate the arts in our community. We will rededicate this once crumbling structure, an old movie theater, to a new life as a multi-purpose performing arts venue.

A formal and excited
B casual and easygoing
C technical and dramatic
D neutral and unemotional

4. Which of the following would you not consider when evaluating a speaker's use of language?

F the speaker's diction
G the speaker's ideas
H the speaker's pronunciation
J the speaker's body language

5. When evaluating the coherence of a speaker's message, what would be the most important question to ask?

A Do all the elements of the speech work together to advance the speaker's ideas?
B Does the speaker present his or her ideas dramatically?
C Does the speaker use his or her body gracefully?
D Does the speaker make eye contact with the audience?

Listening and Speaking: Speaking

(25) Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

Explanation

You can make a speech or other type of formal presentation more effective, meaningful, and forceful by using a number of different speaking techniques, including rhetorical devices. The techniques you choose will depend on your purpose in writing.

- Rhetorical questions are questions that an audience is not expected to answer. You use rhetorical questions to grab your audience's attention. Rhetorical questions are especially effective in persuasive and informative presentations.
- Parallel structure is when words or phrases have the same form and function in a sentence or paragraph. Use parallel structure when you want to clarify or emphasize certain points.
- Using concrete images—specific details—helps your audience visualize and better understand your meaning.
- Using figurative language also helps clarify your meaning and allows your audience to connect with your ideas. Types of figurative language include similes and metaphors. Similes are comparisons, using the words *like* or *as*, between two dissimilar things. Metaphors are comparisons between two dissimilar things that do not use the words *like* or *as*.

Examples

The following introduction to a speech contains several speaking techniques:

What could be worse than being fired from your first job? (rhetorical question) *Finding out the job isn't what you thought it would be! This happened to me when I became a dog walker. I was happy to get paid for exercising, and the dogs really loved me. I started out with two athletic and energetic boxers, Flick and Flack.* (concrete detail) *They were curious about everything—every tree, every rock, every beetle,* (parallel structure) *and inspected each one at length. I could hardly get them to budge! Once they made up their minds not to move, the dogs were like two boulders—heavy and stubborn. (simile)*

Understand the Skill

Reread the sample speech at the bottom of the previous page. With the class, discuss how the speaking techniques used in the speech strengthen it. Then, write a brief introduction to a speech and include at least three types of speaking techniques.

Directions Choose the letter of the best answer to each question.

1. A local politician is giving a speech about needed improvements to mass transit. Which of the following is most likely a rhetorical question in that speech?

A How many times have you waited for a train or a bus that never came?
B Do you prefer to take the train or a bus?
C Do you think there should be more food vendors at the train station?
D How do you prefer to buy tickets, at the station or online?

2. Why might you use rhetorical questions in the opening of a speech?

F They give an audience some concrete information.
G They increase audience participation.
H They grab an audience's attention and make the audience think.
J They intensify a listener's emotions.

3. Which of the following is an example of a concrete detail?

A "I'm lost," said Meredith, "please explain how I can get to the store."
B There was so much rust on Dirk's car that it looked like it was painted burnt orange.
C We argued, we laughed, we cried.
D "Have you ever thought about writing your own sitcom?" Brian asked.

4. Which of the following is an example of parallel structure?

F How would you feel about spending the summer in school?
G Never put off until tomorrow those things you can do today.
H Are you interested? Are you involved? Are you dedicated?
J Don't be disappointed in the outcome—do something to change it!

5. Which is a simile one might hear in a speech about the need for more options in mass transit?

A Bicycle lanes, buses, trains, and even cars—all are options we need.
B Why not invest in options to reduce traffic and improve air quality?
C While mass transit may not be right for all of us, it is right for many of us.
D Right now, mass transit options are like a menu at a restaurant that only serves one item.

Listening and Speaking: Teamwork

(26) Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

Explanation

When you work with a team on a project or an assignment, you rely on every member of the group for information, feedback, and help as you meet your shared goals. It helps when your team establishes some criteria for evaluating all stages of your work, including your meetings and discussions. Clear criteria will help you meet your individual and collective expectations and give you a better chance of succeeding as a team.

Examples

One of the criteria by which you can measure your progress is the level of participation of each team member. You can structure your meetings to ensure that every member of the team is actively engaged and helping to move the group as a whole towards its goals. Assigning individuals to fulfill specific roles during team meetings can be a useful way to organize the group. Rotate responsibilities for the different jobs among the team members. This way, everyone gains experience in each role and broadens his or her skills. Consider the following roles:

- Facilitator: monitors the progress of the discussion and the level of participation of the team members; works to ensure that no one person dominates the discussion and seeks ways to invite less vocal team members to contribute their ideas and suggestions
- Recorder: takes notes about the discussion, writes them up, and distributes them to the group
- Time-keeper: keeps the team schedule and monitors time during discussions
- Observer: provides feedback to the team members about their participation during discussions

Each role is critical to the discussions and the overall outcome of the project/assignment.

Understand the Skill

Try out the roles described above with a team. Together talk about the roles, define them, and change them as needed to better suit your group.

Directions Choose the letter of the best answer to each question.

1. Which of the following best describes the facilitator's role in a team?

A to make sure group discussions run smoothly and that everyone participates equally
B to give certain team members more time than others during discussions
C to promote the work of the team to those outside of the group
D to record notes at team meetings

2. Which of the following best describes the reason for establishing criteria by which to assess a team's progress?

F It helps other teams duplicate the work.
G It helps the team achieve its goals.
H It makes team meetings more enjoyable.
J It gives everyone a specific role to play.

3. Why is it important to both set specific roles and to alternate those responsibilities among all team members?

A It puts the burden of responsibility on the team members who can handle it the best.
B It takes the stress off some team members.
C It helps all team members stay actively engaged in the process.
D It allows team members to share information more easily.

4. If you were trying to get a less vocal team member to participate, you would probably be playing the role of a

F time-keeper.
G observer.
H facilitator.
J recorder.

Reading: Comprehension Skills

RC-(11)(A), (B) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

Explanation

As a reader, it is up to you to take an active part in ensuring that you get the most out of the selections you read. As you read, reflect on your comprehension and monitor your understanding. If you find you are unclear about the meaning of a passage, take time to use some of the skills outlined below to help clarify your comprehension.

Use the following skills to prepare yourself to read and to confirm that you comprehend what you are reading:

- Before you begin a selection, use headings and other text elements to make predictions. Keep notes of your predictions that you can refer to later.
- As you read, stop to check the text against your predictions. Were your predictions right or wrong? Note the outcomes of your predictions in your reading notes.
- Ask questions that go beyond *what* and reach to *why* and *how*. For example, why did the character act the way she did? How do you expect the character to change?
- Remember to focus on clarity. Are there vocabulary words you do not understand? If so, use your dictionary to find their meanings and write them down. Did you find the actions of a character unclear or confusing? Take notes, and look for clarification as the text progresses.
- When you have finished reading, check your understanding by writing a summary of the text. Focus on the main idea, and paraphrase it in your own words. Review your notes and consider any unanswered questions. Then, draw a conclusion or make an inference about the text.

Understand the Skill

Choose a short selection from your textbook. When you have finished, write a summary of the text.

Directions Read the excerpt below. Then, on a separate sheet of paper, complete the chart that follows.

from Pride and Prejudice

by Jane Austen

However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

1. Predictions	**2.** Questions and Answers	**3.** Definitions	**4.** Summary	**5.** Conclusion

Part 3

Part 3 of the *Texas All-in-One Workbook* will provide practice answering the types of questions you will encounter on Texas standardized tests. These tests consist of multiple-choice and constructed-response questions. The practice tests are designed to simulate standardized tests in types of questions, reading passages, and length.

PRACTICE TEST 1 INTRODUCTION

The following Reading Test consists of short reading passages and 34 multiple-choice questions. You will also be asked to provide written responses to three open-ended questions.

Reading

This test has two kinds of questions: multiple-choice and open-ended. Answer each multiple-choice question by circling the letter of the correct answer. Answer each open-ended question by writing your answer on a separate piece of paper.

Reading — Segment 1

The following article argues that modern technology is putting an end to the art of the handwritten letter. Read the article to decide whether you agree or not. Then answer questions 1–7.

Handwriting: A Lost Art Form?

By Shivaun Lange

Anyone who has leafed through an old box of well-worn love letters written by their grandparents, or perused a diary written centuries ago, would have a hard time denying that something significant would be lost if the contents of those documents had been typed and printed. Handwritten letters contain a personal connection to the writer; a small piece of their personality that cannot be duplicated using modern day technologies. Sadly, we may be the last generation to receive these priceless mementos from grandparents that grew up before the computer was invented. This omission will be a tragic mistake.

While many students learn to use a keyboard in kindergarten, handwriting has become a quaint, old fashioned subject that is viewed as being unnecessary for modern times. In the past, teachers would spend nearly two hours per week teaching handwriting techniques, such as cursive writing. Today, students spend ten minutes or less per day practicing handwriting. Some critics argue that developing handwriting skills is an unnecessary luxury when there are many other, more important subjects to teach. However, will future generations one day lament the loss of this artistic form of communication?

Aside from sentimental value, handwritten documents hold significant value for research purposes. When researchers recently discovered a long-lost poem, they were able to identify it as being written by Robert Frost due to the unique writing style he used. Historians point out that handwritten documents are superior not just for authenticating a document, but because students find them far more interesting and compelling to look at and read. The idea that a famous poet actually touched a particular piece of paper before them makes the experience seem far more human and immediate than the faint, sterile electronic echoes of a typed manuscript.

GO ON

Even from a strictly academic perspective, critics of handwriting importance may be doing students a disservice. Studies show that the process of writing by hand is a sophisticated cognitive exercise. It is quite a neurological workout for the brain to transmit an idea through the fingers into written symbols. Children who learn to write from a very young age have an easier time expressing their thoughts, while those who do not learn this important skill often avoid writing because they feel they are not good at it. Some researchers are concerned that children who never learn to write properly are unable to write quickly when they need to take notes or take an essay test.

In fact, research has shown that handwriting does affect test scores. Essays written in cursive on the SAT scored slightly higher than essays that were written in print. It seems that a person's ideas may be judged to be more compelling if they are written legibly and in cursive.

Steve Graham, a professor at Vanderbilt University who studies the acquisition of handwriting skills, points out that it doesn't take a tremendous amount of time to teach good handwriting. His studies suggest that by teaching handwriting for just 15 minutes per day, three days a week, students can learn to form letters correctly, improve their writing speed, and improve their ability to express thoughts clearly. Ultimately, we must decide if it is acceptable for handwriting to become a lost art form, or if it is worth preserving for future generations.

GO ON

1 From the article, it appears that the author believes

A handwriting is superior to modern technology.

B students should be taught proper handwriting techniques.

C handwritten letters are a quaint relic from the past.

D school essays should be handwritten, and not typed.

2 Look at the dictionary entry.

la ment \lə-ment\ 1. to grieve audibly 2. to deeply regret 3. to express sorrow 4. to express complaints

Which definition is the correct meaning of lament as it is used in this sentence?

However, will future generations one day lament the loss of this artistic form of communication?

F definition 1

G definition 2

H definition 3

J definition 4

3 According to the article, handwriting is a cognitive exercise because

A students who handwrite test essays receive higher scores.

B researchers are able to authenticate handwritten documents.

C the brain transmits ideas through the fingers into handwritten symbols.

D it enables students to express ideas quickly.

GO ON

4 What source does the author use to support the claim that teaching handwriting is not time intensive?

F a quote from a book she read

G her own analysis of the facts

H a poll of classroom teachers

J an academic expert

5 Which statement from the article is appropriate for an editorial, but NOT for a news story?

A "Historians point out that handwritten documents are superior not just for authenticating a document, but because students find them far more interesting and compelling to look at and read."

B "Essays written in cursive on the SAT scored slightly higher than essays that were written in print."

C "This omission will be a tragic mistake."

D "Studies show that the process of writing by hand is a sophisticated cognitive exercise."

6 Which statement from the article is a fact?

F "When researchers recently discovered a long-lost poem, they were able to identify it as being written by Robert Frost due to the unique writing style he used."

G "Anyone who has leafed through an old box of well-worn love letters. . . would have a hard time denying that something significant would be lost if the contents of those documents had been typed and printed."

H "The idea that a famous poet actually touched a particular piece of paper before them makes the experience seem far more human and immediate than the faint, sterile electronic echoes of a typed manuscript."

J "Handwritten letters contain a personal connection to the writer; a small piece of their personality that cannot be duplicated using modern day technologies."

GO ON

Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages

7 The author of this article states, "Some critics argue that developing handwriting skills is an unnecessary luxury when there are many other, more important subjects to teach." In your own words, state at least three reasons the author gives for why the critics are wrong.

REMEMBER—YOU SHOULD

- ☐ write an essay in which you state and explain reasons the author gives for why the critics are wrong
- ☐ make your writing interesting to the reader
- ☐ make sure that each sentence you write helps the reader understand your ideas and perspective
- ☐ make sure that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in detail so that the reader fully understands what you are saying
- ☐ check your work for spelling, capitalization, punctuation, grammar, and sentence structure

GO ON

Aviation is one profession that is still predominantly made up of Caucasians. Read the following article about African Americans in aviation. Then answer questions 8–14.

African Americans in Aviation

By Nathaniel McFadden

Number of Caucasian and African American Commercial Pilots in 1995

Caucasian Pilots	**70,000**
African American Pilots	**700**

Marlon Green knew that becoming a pilot for a major airline would be a difficult goal to attain. First, he would have to acquire the requisite experience as a pilot in the Air Force, and then compete for one of the few jobs against hundreds of other experienced pilots. He would be poked and prodded by a company doctor to make sure he was healthy and analyzed by a psychiatrist to verify his mental stability. He would take written tests covering mathematics, physics, and aeronautics and he would have to impress a panel of pilots representing the airline. He knew it would be tough, but he was determined to try.

He spent nine years, from 1948 to 1957, in the Air Force flying bombers and large cargo aircraft all over the world, gaining valuable experience that he hoped would lead to an airline career. By the time he left the service, Green had accumulated over three thousand hours of experience—enough to make him a strong candidate. In 1957, he applied to all of the large domestic airlines and waited for his phone to ring.

GO ON

Most of his colleagues coming out of the Air Force were getting interviews and jobs with the major airlines, but Marlon Green never got a call. He began to wonder if the reason he wasn't getting a call was because he was African American. All the applications had a space to fill out regarding race, and they also required photographs. Marlon decided to perform an experiment.

He filled out an application to be a pilot for Continental Airlines, but left the space about race blank and did not send in the photographs—soon he received a call asking him to come in for an interview. He was well prepared and did well in the interview process. Of the other candidates interviewed that day, Green was the most experienced and most qualified pilot. Once again, though, he was not offered a position.

Marlon felt he had no choice but to sue Continental Airlines for discriminating against him. The case went all the way to the United States Supreme Court, which ruled unanimously in his favor. In 1965, Continental hired Marlon, making him the first African American to work for a major airline in the United States. His lawsuit paved the way for many deserving people to follow in his career path.

Today the airlines welcome and encourage diversity in the pilot ranks, but the numbers of African Americans and Caucasians are still disproportionate. Out of the approximately 70,000 airline pilots in the United States today, less than 1 percent of them are African American. This is at least partially because of the high price involved with becoming a pilot, a price tag that can easily exceed $100,000. Loans and scholarships are generally not available for flight training, and the majority of pilots come from a military back ground which is also 98% white. These shortfalls may indicate that more scholarship programs are necessary to ensure that more people have the opportunity to pursue their desired careers. Additionally, African American youth need more exposure and information from role models like Marlon Green.

GO ON

8 Which message is the author intending to communicate in the article?

A Airlines should not discriminate against African Americans.
B African Americans who want to be pilots should join the Air Force.
C African Americans are not fairly represented in aviation.
D Airline pilots must go through a rigorous interview process.

9 Look at the dictionary entry.

ranks\ranks\ 1. lines of soldiers 2. lines or rows of people 3. a body of people classed together 4. military personnel

Which definition is the correct meaning of ranks as it is used in this sentence?

Today the airlines welcome and encourage diversity in the pilot ranks.

F definition 1
G definition 2
H definition 3
J definition 4

10 Which statement from the article offers the BEST evidence that Continental Airlines discriminated against Marlon Green and other African Americans?

A "He filled out an application to be a pilot for Continental Airlines, but left the space about race blank and did not send in the photographs—soon he received a call asking him to come in for an interview."
B "Most of his colleagues coming out of the Air Force were getting interviews and jobs with the major airlines, but Marlon Green never got a call."
C "He was well prepared and did well in the interview process."
D "By the time he left the service, Green had accumulated over three thousand hours of experience."

GO ON

11 The author presented the employment gap chart in order to support which statement from the article?

F "Marlon felt he had no choice but to sue Continental Airlines for discriminating against him."

G ". . . but the numbers of African Americans and Caucasians are still disproportionate."

H "His lawsuit paved the way for many deserving people to follow in his career path."

J "He knew it would be tough, but he was determined to try."

12 What is one reason why the author believes African Americans are not becoming pilots in greater numbers today?

A The interview process is too rigorous.

B Airlines discriminate against African Americans.

C The costs to become an airline pilot are prohibitive.

D Too many join the Air Force instead.

13 Which research question would lead to the MOST information about the history of African Americans in the airline industry?

F Who was the first African American to work for a major airline?

G How many African Americans work for major airlines?

H What is the hiring policy at major airlines?

J Are African Americans fairly represented in the ranks of pilots?

GO ON

Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

14 Explain how Marlon Green affected the ability of African Americans to become professional airline pilots. Then tell what changes still need to take place to further his cause.

REMEMBER—YOU SHOULD

- ☐ write an essay in which you explain how Marlon Green affected the ability of African Americans to become professional airline pilots and tell what changes still need to take place to further his cause
- ☐ make your writing interesting to the reader
- ☐ make sure that each sentence you write helps the reader understand your ideas and perspective
- ☐ make sure that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in detail so that the reader fully understands what you are saying
- ☐ check your work for spelling, capitalization, punctuation, grammar, and sentence structure

GO ON

Reading — Segment 2

Many of us have special people, places, or beloved pets that are a part of our childhood memories. Read the following passage. Then answer questions 15–21.

A Beloved Friend

By Sara Rudolph

I vividly remember the day my dad brought Mandy home. I was playing in the woods with my sister on a sticky summer afternoon when I heard my father calling for us to come back in the house. We could hear the urgency and excitement in his voice, so we raced back, crashing through the thick brush and leaping over rotting logs as we went. When we arrived at the back door I was sweating and panting. However, I was rewarded for my effort. There in my dad's arms, regarding me curiously with warm, gentle eyes was a creature that would come to be my companion for the majority of my childhood years.

Mandy was a fiercely protective Shetland sheepdog who regarded me and my friends as large bipedal sheep that needed to be contained in our suburban yard. She would "herd" us by nipping at our heels as she ran tight little circles around and yelped high-pitched instructions in a language we couldn't understand. I think in her mind she thought she was one of us, wanting to do everything we were doing and looking heartbroken when we wandered off without her.

Mandy was a constant reminder of the importance of taking pleasure in simple things. Whether romping through a field and falling exhausted under the shade of the big weeping willow in the backyard, or simply going for long walks in the woods, Mandy was always excited just to be along for the journey.

GO ON

When I was old enough to spend more time away from home, Mandy was there to greet me with passionate excitement the moment I returned. Eagerly jumping on the screen door, she would balance on her hind legs to get a good look, as if I'd been away for years instead of hours. I felt like a hero every time I opened the door.

Eventually, Mandy spent more time lazing under the weeping willow in our backyard than she did romping around the yard. She wasn't so interested in long walks, preferring instead to watch the activities around her rather than actively participate. Her sable fur started to gray around her muzzle and eyes, making her look like a wise old crone.

Mandy taught me that sometimes when someone you love is having a bad day, the best thing you can do is sit close by and listen. Whether I had had a falling out with a friend, a disagreement with my parents, or just wasn't having a very good day, Mandy was there with her head on my lap, an unwavering source of unconditional love and comfort. Then one sad day she fell asleep in my lap and never awoke. She's been gone for several years now, but I still think about what a central role she played in almost every childhood memory I have.

GO ON

15 Which of these BEST describes the narrator of this selection?

A reminiscing father
B nostalgic friend
C depressed man
D worried neighbor

16 The prefix *bi-* means "two," and the root *-ped-* comes from the Latin "pedis," which relates to the foot. Knowing this, what does bipedal mean as it is used in this sentence?

Mandy was a fiercely protective Shetland sheepdog who regarded me and my friends as large bipedal sheep that needed to be contained in our suburban yard.

F having pedals
G being mobile
H having four feet
J having two feet

17 The author organized the information about Mandy by using

A compare and contrast.
B order of importance.
C chronological order.
D cause and effect.

GO ON

18 In the passage, the author gains the interest and sympathy of the reader by

F using a friendly tone to portray a relationship between a child and a beloved pet.
G using technical terms to explain the benefits of pet ownership.
H using imagery and figurative language to conclude the story with suspense.
J creating memorable but unfortunate characters.

19 Which BEST describes the change of tone in this selection?

A from worried to sad
B from nostalgic to regretful
C from excited to depressed
D from nostalgic to complacent

20 What is the theme, or message, of this selection?

F Losing a pet is difficult.
G Childhood memories often include family pets.
H Pets often fill important roles in their owners' lives.
J Pets are a lot like people.

GO ON

Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

21 Using details from the passage:

Part A Describe how the narrator's relationship with Mandy changed throughout the passage.

Part B Explain what the narrator learned from her beloved pet.

REMEMBER—YOU SHOULD

- ☐ write an essay in which you describe how the narrator's relationship with Mandy changed throughout the passage and explain what the narrator learned from her beloved pet
- ☐ make your writing interesting to the reader
- ☐ make sure that each sentence you write helps the reader understand your ideas and perspective
- ☐ make sure that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in detail so that the reader fully understands what you are saying
- ☐ check your work for spelling, capitalization, punctuation, grammar, and sentence structure

GO ON

The following information is given to each customer who makes a purchase from Number One Wireless. On August 9, 2009, Amelia Webster ordered a cell phone from a Number One Wireless online store. She received the phone in the mail the next day. After using the phone for ten days, she decides she needs a phone with different features. Read the consumer documents. Then answer questions 22–26.

Number One Wireless Return Policy

Number One Wireless is proud to offer a much more liberal return policy than our competitors. We are happy to accept returns for any merchandise within 30 days of purchase.

If you purchased your equipment from a Number One Wireless online store or by phone, please follow the instructions below to process your return:

Returning your merchandise does not automatically terminate your service. In order to cancel your service, you MUST contact Customer Service at the phone number on your receipt.

Pack the merchandise (including phone, charger, battery, instructions, etc.) in its ORIGINAL box and shipping carton.

All merchandise must be in like-new condition. The original customer receipt must accompany all returns. Please retain a copy of the receipt for your records. Refunds will only be issued to the purchaser whose name appears on the receipt. Merchandise is not eligible to be returned if the UPC code for the box is missing. The UPC code is located on the outside of the product box and is made up of vertical black lines with twelve numbers and no letters.

Complete the Return Form below, and include it with your shipment. Then complete the prepaid, preaddressed return-shipping label enclosed with your purchase. Be sure to include your name on the label and affix it to the outside of the shipping carton. Please retain a copy of the shipping label. This is proof of shipment, which contains your tracking information. Number One Wireless cannot process any claims, or provide refunds, for lost or missing returns without this tracking information.

GO ON

Number One Wireless Return Form

Please complete this form and include it with your merchandise.

Please read our return policy before you fill in the form.

Name: ______________________________

Address: ______________________________

____

Telephone number: ______________________________

E-mail Address: ______________________________

Describe the items being returned (include an accurate description, the quantity, the date of purchase, and the item code): ______________________________

____

____

Describe the reason for the return: ______________________________

____

____

GO ON

22 The purpose of this selection is to

F explain how to return a cell phone.

G inform customers about the company's policies.

H persuade customers to use Number One Wireless' services.

J explain how to package items before shipping.

23 Which statement could be seen as an example of bias in favor of Number One Wireless?

A "Number One Wireless is proud to offer a much more liberal return policy than our competitors."

B "We are happy to accept returns for any merchandise within 30 days of purchase."

C "Returning your merchandise does not automatically terminate your service."

D "Number One Wireless cannot process any claims, or provide refunds, for lost or missing returns without this tracking information."

24 Why is the information in the third paragraph italicized?

F The information is very important, and the italics get the reader's attention.

G That paragraph is meant to be read quickly.

H The information contradicts other information in the text.

J That paragraph includes information that is not relevant to the text.

GO ON

25 What does the word liberal mean as it is used in this sentence?

Number One Wireless is proud to offer a much more liberal return policy than our competitors.

A narrow-minded
B restrictive
C tolerant
D traditional

26 What does Amelia need to do to return her phone?

F Take it to the nearest store.
G Package the phone and take it to the post office.
H Call the nearest store and have it picked up.
J Set up a pick up schedule online.

GO ON

Reading — Segment 3

Emily Dickinson was an American poet who wrote in the 1800s. Read the following poem by Emily Dickinson. Then answer questions 27–30. Some questions may ask you about certain lines in this poem. The numbers are found on the left side of the poem.

THE RAILWAY TRAIN.

By Emily Dickinson

1 I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a star,
Stop–docile and omnipotent–
At its own stable door.

GO ON

27 What figurative language does the poet use to describe the train?

A irony
B alliteration
C onomatopoeia
D personification

28 What does the figurative language in lines 13–16 aim to do?

F compare a train to a horse
G describe a mountain
H emphasize the sound of a train
J exaggerate the characteristics of a train

29 In line 14, <u>punctual</u> means

A late.
B on time.
C shining.
D with concern.

30 In lines 10–11, what do the words "complaining" and "hooting" suggest about the train?

F It moves smoothly around the mountain.
G It sounds like a bird.
H It is pleasant to listen to.
J It is very noisy.

GO ON

In 1861, Charles Dickens wrote *Great Expectations*, the story of a young orphan named Pip growing up in London. Many of Pip's experiences are based on events that happened in Dickens' own life. Read the following passage. Then answer questions 31–34.

An excerpt from **Great Expectations**

by Charles Dickens

My sister, Mrs. Joe Gargery, was more than twenty years older than I, and had established a great reputation with herself and the neighbors because she had brought me up "by hand." Having at that time to find out for myself what the expression meant, and knowing her to have a hard and heavy hand, and to be much in the habit of laying it upon her husband as well as upon me, I supposed that Joe Gargery and I were both brought up by hand.

She was not a good-looking woman, my sister; and I had a general impression that she must have made Joe Gargery marry her by hand. Joe was a fair man, with curls of flaxen hair on each side of his smooth face, and with eyes of such a very undecided blue that they seemed to have somehow got mixed with their own whites. He was a mild, good-natured, sweet-tempered, easy-going, foolish, dear fellow,—a sort of Hercules in strength, and also in weakness. . . .

Joe's forge adjoined our house, which was a wooden house, as many of the dwellings in our country were,—most of them, at that time. When I ran home from the churchyard, the forge was shut up, and Joe was sitting alone in the kitchen. Joe and I being fellow-sufferers, and having confidences as such, Joe imparted a confidence to me, the moment I raised the latch of the door and peeped in at him opposite to it, sitting in the chimney corner.

"Mrs. Joe has been out a dozen times, looking for you, Pip. And she's out now, making it a baker's dozen."

"Is she?"

"Yes, Pip," said Joe; "and what's worse, she's got Tickler with her."

GO ON

At this dismal intelligence, I twisted the only button on my waistcoat round and round, and looked in great depression at the fire. Tickler was a wax-ended piece of cane, worn smooth by collision with my tickled frame.

"She sot down," said Joe, "and she got up, and she made a grab at Tickler, and she Ram-paged out. That's what she did," said Joe, slowly clearing the fire between the lower bars with the poker, and looking at it; "she Ram-paged out, Pip."

"Has she been gone long, Joe?" I always treated him as a larger species of child, and as no more than my equal.

"Well," said Joe, glancing up at the Dutch clock, "she's been on the Ram-page, this last spell, about five minutes, Pip. She's a coming! Get behind the door, old chap, and have the jack-towel betwixt you."

I took the advice. My sister, Mrs. Joe, throwing the door wide open, and finding an obstruction behind it, immediately divined the cause, and applied Tickler to its further investigation. She concluded by throwing me—I often served as a connubial missile—at Joe, who, glad to get hold of me on any terms, passed me on into the chimney and quietly fenced me up there with his great leg.

"Where have you been, you young monkey?" said Mrs. Joe, stamping her foot. "Tell me directly what you've been doing to wear me away with fret and fright and worrit, or I'd have you out of that corner if you was fifty Pips, and he was five hundred Gargerys."

"I have only been to the churchyard," said I, from my stool, crying and rubbing myself.

"Churchyard!" repeated my sister. "If it warn't for me you'd have been to the churchyard long ago, and stayed there. Who brought you up by hand?"

GO ON

31 Who is Joe Gargery?

A Pip's uncle
B Pip's boss
C Pip's blacksmith
D Pip's brother-in-law

32 From whose viewpoint is the story told?

F Joe Gargery's
G Pip's
H the blacksmith's
J Mrs. Joe's

33 Which statement BEST reveals Pip's feelings toward his sister?

A He feels grateful to her for raising him.
B He dislikes her because she mistreats him.
C He feels sympathy for her because she's had to raise him.
D He feels afraid of her because she is violent.

34 What does the dialogue in this passage tell you about the characters?

F They are from a small town.
G They are highly educated.
H They are working-class people.
J They live in a big city.

GO ON

The essay below needs revisions or edits. Read the essay and answer questions 35–37.

Knitting: Not Just for Old Ladies

(1) Once considered the hobby of choice for grandmas, knitting has made a comeback in recent years. (2) Indeed, it's quite common to see college students, young professional women, and even men knitting hats, scarves, and socks. (3) Trendy knitting stores have cropped up in every urban area and even most small towns have one. (4) Lined with a remarkable array of cozy yarns and boldly dyed fabrics, it would be like entering a candy store for the tactile. (5) Many stores have social knitting events. (6) Some knit blankets for sick children or helmet liners for soldiers.

(7) Traditionally, knitters used wool or acrylic yarns for their projects. Today, they have many interesting choices. (8) They might choose llama or alpaca fiber, silk, or even bamboo. (9) Knitting needles have also come a long way. (10) Alongside the traditional metal needles, one might choose smooth bamboo or nickel-plated brass.

(11) And while knitting was a practical time for many generations, now it is seen as an enjoyable hobby. (12) People who knit today often do it for the pleasure of creating with their own hands something meaningful. (13) They may want to make a special gift that is more personal than something store bought. (14) It can also be a form of relaxation for a stressed out generation of people which are often tied to computers all day.

GO ON

35 Based on the writing style of the passage, the intended audience is likely

A fiber art professionals.
B young urban professionals.
C the elderly.
D the general population.

36 Which change to the underlined words in sentence 4 would make it more consistent with sentence 3?

(3) Trendy knitting stores have cropped up in every urban area and even most small towns have one.
(4) Lined with a remarkable array of cozy yarns and boldly dyed fabrics, it would be like entering a candy store for the tactile.

F it is
G it was
H it will be
J is going to be

37 What is the correct revision for the underlined word in sentence 14?

(14) It can also be a form of relaxation for a stressed out generation of people which are often tied to computers all day.

A that is
B who are
C which is
D whose are

STOP!

Part 3
PRACTICE TEST 2 INTRODUCTION

Practice Test 2 consists of English, Reading, and Writing examinations. The English Test includes three passages with 37 multiple-choice questions that ask you to determine appropriate changes for each passage. The Reading Test includes two passages with 20 multiple-choice questions that assess your reading comprehension skills. On the Writing Test, you will find a writing prompt similar to those you may encounter on standardized tests. Finally, the Reading for Information Test includes three passages and six multiple-choice questions.

ENGLISH

In the three passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box. For each question, choose the alternative you consider best. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

Theatrical Traditions

1 There are many theatrical traditions that actors observe out of superstition. For example, they never wish each other "good luck" [1] before a performance. Instead, they tell each other to "break a leg." An actor is [2] fairly superstitious, so

1 **A** NO CHANGE
B good luck
C 'good luck'
D "good luck!"

2 **F** NO CHANGE
G An actor was
H Actors are
J Actors were

GO ON

they have learned that they should not whistle inside a theater. More important of all,[3] actors know that they should never utter the word "Macbeth" the title and lead character[4] of Shakespeare's famous tragedy.

2 During productions of *Macbeth*,[5] everyone in the cast and crew refers[6] to the work as "the Scottish play" or merely "the play." They call the character of Macbeth "the king," and Lady Macbeth "the queen."[7]

3 **A** NO CHANGE
B More importantly than all,
C Most important of all,
D Most importantly of all,

4 **F** NO CHANGE
G "Macbeth" the title, and lead character
H "Macbeth," the title and lead character
J "Macbeth." The title and lead character

5 All of the following would be acceptable placements for the underlined portion EXCEPT:
A where it is now.
B before the word *refers* (revising the capital accordingly).
C after the phrase *"the Scottish play"* (revising the capital accordingly).
D after the phrase *"the play"* (revising the capital accordingly).

6 **F** NO CHANGE
G crew refer
H crews refers
J crews refer

7 **A** NO CHANGE
B Lady Macbeth as "the queen."
C Lady Macbeth is always "the queen."
D Lady Macbeth, "the queen."

GO ON

It is also considered bad form to quote from the play or to use any sets, costumes, or props that were part of a previous production of it. [8]

8 At this point, the writer is considering adding the following true statement:

> In Shakespeare's day, men played all the roles, and female roles were often played by boys.

Should the writer make this addition here?

F Yes, because the sentence tells about the theatre in Shakespeare's day.

G Yes, because the sentence provides important information about the play Macbeth.

H No, because the sentence is not related to actors' superstitions.

J No, because the sentence does not provide information about the theatre of today.

3 Outsiders might perceive of these traditions as ridiculous or <u>petty. But</u> (9) actors continue their rigid adherence to the rules. In fact, anyone who breaks one of the

9 **A** NO CHANGE

B petty, but

C petty but

D petty; but

GO ON

rules must leave the theater to spin [10] around three times, spit, and then ask permission to come back inside. If permission isn't granted, a new actor was [11] hired to take that actor's role. [12]

10 **F** NO CHANGE
G leave the theater, spin
H leave the theater, and spin
J leave the theater and spin

11 **A** NO CHANGE
B new actors are
C new actors were
D a new actor is

12 **F** NO CHANGE
G actors role
H actors' role
J actor's roles

4 These theatre traditions are serious business, and they have been going on since 1606 when the you-know-which [13] Shakespearean tragedy was first produced.

13 Should the writer replace this adjective with another one that would better match the style and tone of the passage?
A Yes, the passage has a formal tone, so a more formal word is needed.
B Yes, it is best to avoid hyphenated adjectives.
C No, it is a humorous passage and the coined adjective adds a bit of humor.
D No, it is okay to use hyphenated adjectives.

GO ON

Passage II

Frontier Doctors

1 A doctor, who practiced medicine on the American frontier during the nineteenth century, [14] had to identify illnesses, perform minor surgeries, bandage wounds, set broken bones, deliver babies, and relieve pain. He or she was expected to be available for these tasks at any time of day or night. A doctor was expected to be available 24 hours a day. When summoned by a patient, the doctor had to rush to the sick person's bedside, usually on horseback. [15] Then he or she often would have to perform medical procedures in terrible conditions. [16]

14 **F** NO CHANGE
G A doctor who practiced medicine on the American frontier during the nineteenth century
H A doctor, who practiced medicine on the American frontier during the nineteenth century
J A doctor who practiced medicine on the American frontier during the nineteenth century,

15 **A** NO CHANGE
B bedside, usually, on horseback.
C bedside usually on horseback.
D bedside (usually on horseback)

16 Which sentence in Paragraph 1 should be deleted to eliminate redundancy?
F NO CHANGE
G A doctor was expected to be available 24 hours a day.
H When summoned by a patient, the doctor had to rush to the sick person's bedside, usually on horseback.
J Then he or she often would have to perform medical procedures in terrible conditions.

GO ON

3 Imagine traveling by horseback through a blizzard to a person's home in order to amputate a limb or deliver a baby. There is no electricity; so [17] you work by the light of a lantern. Because you are operating in someone's bedroom, it is harder to maintain sanitary conditions. [18] In return for providing medical services, a doctor on the frontier was paid very little. His or her fees were rarely paid in cash. After all was said and done, [19] a chicken, a stack of firewood,

17 **A** NO CHANGE
B electricity. So
C electricity, so
D electricity and

18 At this point, the writer considers adding a sentence. Which of the following is the BEST choice?
F The operating conditions were very unsanitary.
G Rooms are drafty, ceilings are leaky, and there is no clean running water.
H The room is cold because there is a blizzard raging outside.
J The doctors also set broken bones.

19 Should *After all was said and done*, be deleted from this sentence?
A Yes, it is a cliché that the reader has heard many times before.
B No, it tells when a doctor received payment.
C Yes, the tense of the verb is wrong.
D No, the tense of the verb is correct.

GO ON

or a bushel of beans might be used as payment instead. [20]

4 Many of the physicians practicing <u>on</u> [21] the frontier had very little formal training in medicine. Most had served as apprentices, gaining skills <u>as they assisted</u> [22] experienced doctors.

<u>Though,</u> [23] many "doctors" merely carried a bag of instruments and a how-to book. Perhaps among <u>there</u> [24] most useful medical tools were confidence and good luck.

Passage III

Golf's History

1 Modern golf originated in Scotland. By the 1400s, the Scots <u>were taking</u> [25]

20 Where is the BEST place to divide Paragraph 2 into two paragraphs so that each paragraph has a particular focus?

F between *baby*. and *There*

G between *lanterns*. and *Because*

H between *conditions*. and *In return*

J between *little*. and *His*

21 **A** NO CHANGE
B at
C in
D from

22 **F** NO CHANGE
G as he assisted
H as she assisted
J as he or she assisted

23 **A** NO CHANGE
B Otherwise,
C Then,
D However,

24 **F** NO CHANGE
G his or hers
H they're.
J their

25 **A** NO CHANGE
B have been taking
C took
D have taken

GO ON

a club, swinging it at a ball, and moving (26) the ball from starting point to finishing hole in as few strokes as possible! (27) Even at the early state, the game was about skill, not haste. In fact, a complete game of golf, which covers a course of eighteen holes, might take an entire afternoon.

2 Unlike most sports, (28) golf is a game that players tend to play against themselves. Each time they play, they try to do better than they did the last time. Since the beginning of the game, golf has hooked it's (29) players into intensely (30) focusing on making those improvements; they (31) try to put everything else out of their minds while they

26 **F** NO CHANGE
G would move
H could move
J did move

27 **A** NO CHANGE
B .
C ?
D :

28 All of the following would be acceptable placements for the underlined portion EXCEPT:
F where it is now.
G after *golf* (set off by commas).
H after *game* (set off by commas).
J after *themselves* (set off by a comma).

29 **A** NO CHANGE
B the,
C all
D its

30 **F** NO CHANGE
G intense
H tense
J interestingly

31 **A** NO CHANGE
B improvements, they
C improvements. They
D improvements: they

GO ON

concentrate on their tee shots, their drives, and their putts. [32] In fact, in 1457, King James II of Scotland said he didn't want people to play golf, [33] complaining that it kept his archers from practicing with their bows and arrows.

3 The Scottish heath is an ideal landscape for the rolling greens, open spaces and natural hazards [34] that golf requires. Today, almost every village seems to have its own course. Some are quiet country landscapes, but others boast lavish clubhouses with banquet halls and country-club facilities. Still others,

32 **F** NO CHANGE
G on their putts, their drives, and their tee shots,
H on their drives, their putts, and their tee shots,
J on their tee shots, their putts, and their drives,

33 King James II had an extremely negative attitude toward golf. Which choice MOST clearly communicates his attitude?
A NO CHANGE
B banned the playing of golf
C did not like golf
D learned to play golf

34 **F** NO CHANGE
G open spaces, and natural hazards
H open spaces. And natural hazards
J open spaces; and natural hazards

GO ON

like St. Andrew's, [35] is world-famous because of the championship tournaments that [36] are played there. [37]

35 **A** NO CHANGE
B St. Andrew's is
C St. Andrew's, are
D St. Andrew's are

36 **F** NO CHANGE
G tournaments which
H tournaments, which
J tournaments where

37 Upon reviewing the third paragraph, the writer considers deleting the first sentence. If the writer were to delete the sentence, the paragraph would primarily lose:
A an explanation of why the Scottish landscape is perfect for a golf course.
B a comment about the natural beauty of the heath.
C a defense for locating golf courses near villages.
D a description of a golf course.

GO ON

READING

There are two passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question. You may refer to the passages as often as necessary.

Passage I

PROSE NONFICTION: This passage is taken from President John F. Kennedy's Inaugural Address, which was delivered on January 20, 1961.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which . . . we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new States whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly

GO ON

supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

GO ON

1 Paragraph 1 of the passage helps explain the concept of:

A justifiable war.

B economics.

C social classes.

D democracy.

2 According to President Kennedy, the rights of man ultimately come from:

F the generosity of the state

G our homes and workplaces.

H the hand of God.

J the Americas.

3 Which of the following demonstrates President Kennedy's intent to show respect for both younger and older Americans?

A ". . . the torch has been passed to a new generation of Americans . . ."

B "We dare not forget today that we are the heirs of that first revolution."

C ". . . born in this century, tempered by war, disciplined by a hard and bitter peace."

D All of the above

4 What can you conclude about President Kennedy's purpose from his use of the word *pledge* five times in paragraphs 4–8?

F He wishes to convey to people around the world the philosophical conviction and the military power of the U.S. government.

G He intends to apologize to certain other nations for past acts of aggression.

H He wants to warn other nations to leave the United States alone.

J He plans to familiarize world leaders with an important aspect of U.S. history.

5 Which of the following is the BEST definition of *tyranny*?

A democracy
B oppressive government
C anarchy
D business

6 What is the meaning of the word *host* in the phrase "*in a host of cooperative ventures*"?

F one who receives guests in a social or business capacity
G the master of ceremonies of a radio or television program
H a great number
J any organism that supports another organism

7 What is the primary audience for an inaugural address by a president of the United States?

A members of the U. S. Congress
B leaders of foreign countries
C United States' citizens
D members of his Cabinet

8 What does President Kennedy mean when he says ". . . *those who foolishly sought power by riding the back of the tiger ended up inside*"?

F Those who asked for support received it.
G Those who wanted to rule acted like tigers and were successful.
H Those who sought freedom were destroyed.
J Those who tried to get power through violence ended up being hurt by that violence.

GO ON

9 What does President Kennedy mean when he pledges to "*assist free men and free governments in casting off the chains of poverty*"?

A He is saying that the United States will help free people and governments solve the problems of poverty.

B He is saying that the United States will help free people and governments resist the rule of Communists.

C He is saying that free people and governments should be in control of their own lives.

D He is saying that there is no escape from poverty.

10 President Kennedy begins the speech by saying that man holds tremendous power "*in his mortal hands*." What is the meaning of *mortal*?

F having or showing impressive ability, talent, or resources

G a mixture of cement with sand and water used in building

H of or pertaining to humans as beings who must die

J physically powerful; capable of exerting great physical force

GO ON

Passage II

PROSE NONFICTION: This passage presents a brief biography of Christopher Marlowe, a contemporary of William Shakespeare.

Christopher Marlowe was born in 1564, the same year in which William Shakespeare was born. Like Shakespeare, but often overshadowed by him, Christopher Marlowe was one of the greatest English dramatists. A succinct summary of Marlowe's contributions during his brief career in the Elizabethan theater would boil down to a single phrase: the blank verse line. Marlow introduced this poetic form – an unrhymed, five-stress iambic line – into drama, and it quickly became the standard form used by all major playwrights of the era, including Shakespeare.

Marlow's first major drama was *Tamburlaine the Great*, which he completed in 1587. This two-part play is based on the life and exploits of an Asian conqueror named Tamerlane, or Timur the Lame, who came to power in the middle of the fourteenth century. The real Tamerlane was a Tartar, a Mongol Turk descended from the great Mongol leader, Genghis Khan. With a vast army, he conquered Afghanistan, Persia, India, and Asia Minor. His fierce strength, courage, and determination to overpower and rule are reflected in Marlowe's character, Tamburlaine.

Marlowe's most famous play was *Doctor Faustus*, which premiered around 1592. It is the story of a man so driven by greed, appetite, and a thirst for power that he makes a deal with Mephistophilis, a servant of the devil. In the deal, Faustus agrees to sell his soul, and therefore go to Hell at his death, in return for twenty-four years in which his every wish will be granted.

No scruple or twinge of conscience blocks Faustus's drive for personal satisfaction. Angels appear to urge him to repent, but he ignores their pleas. At one point, he and Mephistophilis visit Rome and disrupt the court of the Pope. Then, in the play's most famous scene, Faustus asks Mephistophilis to call up the spirit of Helen of Troy, historically recognized as the most beautiful woman who ever lived. However, even this vision of serene beauty cannot satisfy Faustus. He continually demands more and more riches and extraordinary pleasures.

In his final hour, as death and damnation draw near, Faustus begins to detest the bargain he made. However, a deal is a deal, and moments before he dies, he experiences a horrifying vision of the torments of Hell that await him.

GO ON

11 According to the selection, how was Christopher Marlowe different from William Shakespeare?

- **A** Marlowe was born in 1564.
- **B** Marlowe was one of the greatest English dramatists.
- **C** Marlowe introduced the blank verse line into drama.
- **D** Marlowe used the blank verse line in most of his works.

12 In the sentence "*A succinct summary of Marlowe's contributions . . . would boil down to a single phrase . . .*," what does the word *succinct* mean?

- **F** lengthy
- **G** comprehensive
- **H** fortunate
- **J** brief

13 What is the BEST definition of a blank verse line?

- **A** a standard form
- **B** an unrhymed line of poetry
- **C** an incomplete line of poetry
- **D** an Elizabethan line of poetry

14 What is the meaning of *exploits* in the phrase *the life and exploits of an Asian conqueror*?

- **F** adventures
- **G** children
- **H** soldiers
- **J** tragedies

15 Which statement is accurate about Tamerlane?

- **A** He descended from Genghis Khan.
- **B** He was descended from Christopher Marlowe.
- **C** He was descended from William Shakespeare.
- **D** He was descended from Tamburlaine.

GO ON

16 How are Tamerlane and Tamburlaine alike?

- **F** They are both fictitious characters.
- **G** They are both real people who lived and ruled centuries ago.
- **H** They both spoke in poetic lines rather than in prose.
- **J** The both showed the traits of strength and courage.

17 In the sentence "*Christopher Marlow's most famous play was* Doctor Faustus, *which premiered around 1592*", what does *premiered* mean?

- **A** had its first performance
- **B** had its final performance
- **C** was written
- **D** was discovered in manuscript form

18 According to the selection, which words most accurately describe the character Doctor Faustus?

- **F** studious and accomplished
- **G** courageous and noble
- **H** dishonest and sneaky
- **J** selfish and greedy

19 Which statement most accurately summarizes the dramatic change that occurs toward the end of Faustus's life?

- **A** The devil changes his mind and releases Faustus from his terrible bargain.
- **B** Faustus repents and becomes a generous, noble man.
- **C** Faustus demands more and more riches and extraordinary pleasures.
- **D** Faustus becomes frightened and regrets that he ever made the bargain.

20 What is the last event in the life of Doctor Faustus?

- **F** Angels arrive to persuade him to repent.
- **G** He sees a frightening preview of what Hell will be like.
- **H** He tricks Mephistophilis into drinking poisoned wine.
- **J** He asks forgiveness for his terrible greed and thirst for power.

GO ON

Writing

This is a test of your writing skills. Before you begin planning and writing your essay, read the writing prompt carefully to understand exactly what you are being asked to do. Your essay will be evaluated on the evidence it provides and of your ability to express judgments by taking a position on the issue in the writing prompt; to maintain a focus on the topic throughout the essay; to develop a position by using logical reasoning and by supporting your ideas; to organize ideas in a logical way; and to use language clearly and effectively according to the conventions of standard written English.

Write a two page essay on a separate sheet of paper. Your writing on those lined pages will be scored. You may not need all the lined pages, but to ensure you have enough room to finish, do NOT skip lines. You may write corrections or additions neatly between the lines of your essay, but do NOT write in the margins of the lined pages. ***Illegible essays cannot be scored, so you must write (or print) clearly.***

GO ON

Writing Prompt

Some high schools allow students to carry cell phones on school grounds but do not allow them to use the cell phones—either for calls or text messages—during class time. Other high schools do not allow cell phones on school grounds during school hours and have regulations that call for students to be expelled for carrying a cell phone during school hours. Your high school is considering a new cell phone policy. In your opinion, what should that policy be?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

GO ON

Reading for Information

There are three informational texts in this section of the test. Each text is followed by questions. After reading each text, choose the best answer to each question.

Applying for Summer Work at Ellen's Day Care Center

1. Complete and return application form to Ellen's Day Care Center weekdays between noon and 5:00 P.M.
2. If you are called for an interview, bring proof that you are at least eighteen years old and two letters of recommendation from non-relatives.
3. If you are called back for a second interview, you must submit a medical form completed by your family doctor that shows you have had a recent physical examination.
4. If hired, you must be able to work every weekday (Monday through Friday) between June 1 and August 20.

1 Riley has been called for a first interview. According to the instructions, what should she bring in addition to the two letters?

A her Social Security card
B her most recent report card
C her driver's license
D her completed medical form

2 Alden would like to apply for a job at Ellen's for the summer. However, he and his family will travel to California for five days in July. What should he do?

F Tell his supervisor about his vacation on the first day of work.
G State in his application that if hired, he will need to be excused for a few days in July.
H Wait until he is called for an interview before mentioning the vacation.
J Find someone to fill in for him while he is on vacation.

GO ON

Mission Statement for the Human Resources Department

The Human Resources Department's mission is to serve as the primary human resources unit for Mannsfield Public Schools—providing and continuously improving services for employees, students, retirees, applicants, departments, and external agencies; thus enabling the public school system to serve the people of the city of Mannsfield.

3 What is the purpose of this mission statement?

A This mission statement tells how the Human Resources Department will perform the tasks it is responsible for and who it will perform those tasks for.

B This mission statement explains that the Human Resources Department is responsible to the people of the city of Mannsfield.

C This mission statement explains that the Human Resource Department serves only the employees of the Mannsfield Public Schools.

D This mission statement explains that the Human Resource Department provides services for the City of Mannsfield.

GO ON

For All Employees

The normal workweek standard for full-time employees is 40 hours. Part-time employees will be pro-rated according to the established full-time equivalent (FTE).

In times of severe weather, natural or other disasters, essential personnel may be required to remain on campus for extended periods of time.

Employees must notify their supervisor as soon as possible if they are unable to report to work.

If an employee fails to report to work and fails to notify the supervisor for three consecutive workdays, it will be assumed that the employee has abandoned his/her job. This will result in termination for cause.

4 What does the acronym FTE stand for in the policy statement shown?

- **F** fully transacted employment
- **G** full-time employment
- **H** full-time employee
- **J** full-time equivalent

5 Andrew is a full-time employee and has missed four days of work in a row without calling his supervisor. According to the policy statement shown, what will happen to Andrew?

- **A** He will be reassigned to another shift.
- **B** He will lose his job.
- **C** His start time will be adjusted.
- **D** He will not be paid for the missed workdays.

6 This policy is for a state university. A severe windstorm has blown down utility poles and the university has no electricity. Which of the following would MOST likely be considered essential personnel in this circumstance?

- **F** security personnel
- **G** coaching staff
- **H** accounting personnel
- **J** cafeteria workers

STOP!

Part 4
INTRODUCTION

Part 4 of the *Texas All-in-One Workbook* consists of worksheets that provide additional support for the skills learned in the grammar chapters of *Prentice Hall Writing Coach*. Each worksheet provides students with instruction on a grammar skill. The worksheets then provide two practice activities on the skill as well as a speaking and writing activity. The worksheets provide extra practice for grammar-related TEKS.

The extra practice provided in these worksheets focuses on the following areas:

- **Grammar:** These worksheets provide students with practice learning how to identify and use the parts of speech, basic sentence parts, phrases, and clauses. They also give students practice identifying and creating effective sentences.
- **Usage:** These worksheets provide practice with using verbs and pronouns, making words agree, and using modifiers.
- **Mechanics:** These worksheets give students practice with proper use of punctuation and capitalization in their sentences.

Name ______________________________ Date ______________

1 NOUNS

A noun is the part of speech that names a person, place, thing, or idea.
There are different types of nouns. See the examples below.

Common noun	class of person, place, or thing	sister, state, hour
Proper noun	specific person, place, or thing	Susan, San Francisco, Wednesday
Concrete noun	something you can see, touch, taste, hear, or smell	couch, shirt, eraser
Abstract noun	something you can't perceive through your senses	anger, peace, success

Practice A Identifying Nouns

Read each sentence. Then, underline all the nouns.

Example: Her friend was driving that car.
Answer: Her friend was driving that car.

1. The ball is in the grass.
2. Please go to the store for milk.
3. Dinner is in the oven.
4. Call your friend to get the assignment.
5. The weather in Austin is hot in July.
6. Paychecks come on Friday.
7. Your group will make the poster.
8. Success requires hard work.
9. My family visited the beach in Galveston.
10. The dishes have been in the sink since yesterday.

Practice B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is (1) common *or* proper *and (2)* concrete *or* abstract.

Example: Dad has the money.
Answer: Dad — proper, concrete; money — common, concrete

1. Your bravery was very impressive. ______________________________
2. Grandpa went to the garage. ______________________________
3. Please finish your homework. ______________________________
4. My cousin lives in San Antonio. ______________________________
5. An old house needs a lot of maintenance. ______________________________
6. May I use the car to go to work? ______________________________
7. My belief is that Sam will be fine. ______________________________
8. Have you read *Hamlet* by Shakespeare? ______________________________
9. His understanding grew all week. ______________________________
10. No river is as inspiring as the Mississippi. ______________________________

Writing and Speaking Application

Write a two-sentence description of your classroom, using at least six nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the nouns in your sentences. Then, switch roles with your partner.

2 PRONOUNS

Pronouns are words that stand for nouns or for words that take the place of nouns. Pronouns get their meaning from the words they stand for. These words are called *antecedents*. There are different types of pronouns. See the examples below.

Personal pronouns	refer to the person speaking, the person spoken to, or the person, place, or thing spoken about	I, me, we, us, you, your, he, him, she, they, them, it, his, hers, theirs
Reflexive pronouns	end in *-self* or *-selves* and indicate that someone or something in the sentence acts for or on itself	myself, ourselves, yourself, yourselves, himself, herself, itself, yourselves, themselves
Intensive pronouns	end in *-self* or *-selves* and add emphasis to a noun or pronoun in the sentence	

Practice A Identifying Pronouns and Antecedents

Read each sentence. Then, write the pronoun and its antecedent.

Example: Did Carol forget her wallet? **Answer:** her, Carol

1. Gene is kind to his grandchildren. ______
2. Michelle is too hard on herself. ______
3. The bush lost its blooms. ______
4. Leon likes his name. ______
5. Nicholas left right after his lesson. ______
6. Alicia wrote to her representative. ______
7. Jetta is painting her nails. ______
8. Kerry took his dog to the vet. ______
9. Diego felt better after his walk. ______
10. Isabel did her homework. ______

Practice B Identifying Personal, Reflexive, and Intensive Pronouns

Read each sentence. Then, write the pronoun and label it personal, reflexive, *or* intensive.

Example: She promised herself a cookie after dinner. **Answer:** She—personal; herself—reflexive

1. Lela gave herself a pat on the back. ______
2. Emily went to her appointment. ______
3. The chairperson herself spoke to the staff. ______
4. Madison forgot to bring her lunch money. ______
5. Olivia poured herself a glass of juice. ______
6. Even the teacher himself was jumping up and down. ______
7. Ryan did the laundry himself. ______
8. The house seems to make its own mess. ______
9. Elijah always takes his time. ______
10. The kids in that family have to earn money for themselves. ______

Writing and Speaking Application

Write five sentences that include pronouns. Circle the pronouns and draw an arrow to their antecedents. Read your sentences to a partner, who will identify the pronouns and their antecedents. Then, switch roles with your partner.

Name ______________________ Date ______________

3 ACTION VERBS AND LINKING VERBS

A verb is a word or group of words that expresses time while showing an action, a condition, or the fact that something exists.

There are different types of verbs. See the examples below.

Action verb	tells what action someone or something is performing	go: going, went run: running, ran fly: flying, flew learn: learning, learned
Linking verb	connects its subject with a noun, pronoun, or adjective that identifies or describes the subject	be: is, am, was, were, could be, would be, has been feel: felt, feeling become: became, becoming

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: His daughter worries about him.
Answer: His daughter worries about him.

1. Penny writes songs.
2. Jose watches a lot of movies.
3. The adults ate at a separate table.
4. Her son works as a mechanic.
5. She shops for groceries every Wednesday.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Morgan is a kind person.
Answer: Morgan is a kind person.

1. Rich is their youngest child.
2. Matt is a talented photographer.
3. Your parents are so proud of you.
4. Jon feels a little chilly.
5. Sarah is a dog trainer.

Practice C Distinguishing Between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Then, write whether each verb is an action verb or a linking verb.

Example: She felt tired after the long day.
Answer: She felt tired after the long day. linking verb

1. After going to the party, she felt happier. ______________
2. Their business won an award. ______________
3. Renee was upset after the discussion. ______________
4. Sophia is a very cute little girl. ______________
5. The basketball team went on a camping trip. ______________

Writing and Speaking Application

Write five sentences, some that use an action verb and some that use a linking verb. Read your sentences to a partner. Your partner should listen for and name the verb and tell whether it is an action verb or a linking verb. Then, switch roles with your partner.

Name ______________________________ Date ____________________

4 TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb directs action toward someone or something named in the same sentence. An intransitive verb does not direct action toward anyone or anything named in the sentence.

The word that receives the action of a transitive verb is called the object of the verb. You can determine whether a verb has an object by asking *Whom?* or *What?* after the verb.

Transitive: The boy lost his jacket. (Lost *what?* his jacket)

Intransitive: The baby cried loudly. (Cried *what?* [no answer])

Practice A Identifying Transitive Verbs and Their Objects

Read each sentence. Then, underline the verb and circle the object of the verb.

Example: Dan makes truffles to earn extra money.
Answer: Dan makes (truffles) to earn extra money.

1. Steve saw Tyler at the grocery store.
2. Wendy posted new pictures of her family.
3. Mason bought a ticket for his daughter.
4. Mr. Shields got a new job.
5. Elise took her medicine on time.
6. Jenny lost her father's chess set.
7. Tom teased his sister.
8. The icy roads caused accidents.
9. Kody knew all of the answers on that test.
10. Amanda helped her little sister clean their room.

Practice B Distinguishing Between Transitive and Intransitive Verbs

Read each sentence. Then, write the action verb and label it transitive *or* intransitive.

Example: The baby cried for her bottle.
Answer: cried — intransitive

1. Mr. Svita confirmed his son's plans. ____________________
2. That building towers over all the others. ____________________
3. Dennis walks for exercise. ____________________
4. John baby-sits his cousins after school. ____________________
5. Alberto hopes to go to UT Austin. ____________________
6. Sophia runs faster than her mom. ____________________
7. The computer holds a lot of information. ____________________
8. Taran grew incredibly in one year. ____________________
9. Her lessons start at nine in the morning. ____________________
10. The toddler fell while running. ____________________

Writing and Speaking Application

Write four sentences, two with transitive verbs and two with intransitive verbs. Then, read your sentences to a partner. Your partner should listen for the verb in each sentence and name it *transitive* or *intransitive.* Then, switch roles with your partner.

Name ______________________________ Date ____________________

5 VERB PHRASES

A verb phrase consists of a main verb and one or more helping verbs.

One or more helping verbs may precede the main verb in a verb phrase. For example, in the sentence, "I will be arriving at school on time," *will* and *be* are helping verbs, and *arriving* is the main verb. Common helping verbs are shown in the table below.

be	do	have	shall	can
is	does	has	should	could
was	did	had	will	may
were			would	might
(all forms of be)				must

Practice A Recognizing Verb Phrases

Read each sentence. Then, write the verb phrase in it.

Example: She is interested in nutrition.
Answer: is interested

1. Beth is blogging about the news. ______________________
2. His cousin is studying law. ______________________
3. Karma was living next door. ______________________
4. The car is running on fumes. ______________________
5. I am planning for vacation. ______________________
6. The weather has been getting colder. ______________________
7. Nestor is talking on the phone. ______________________
8. Grandma is shopping for new curtains. ______________________
9. Her mail was piling up. ______________________
10. Stephanie has been trying to change her life. ______________________

Practice B Identifying Helping Verbs and Main Verbs

Read each sentence. Then, underline the helping verbs and circle the main verbs.

Example: I have been wondering about travel.
Answer: I have been (wondering) about travel.

1. Mr. Rock is making a documentary.
2. Boomer is hoping to be a rock star.
3. The newspaper has been reporting on the war.
4. You do like ice cream, right?
5. Terra might train her dog.
6. Dave has been working on new material.
7. Michelle is using common sense.
8. Luis is planning for college.
9. The police were working double shifts.
10. Mr. Jones has won awards for his rowing.

Writing and Speaking Application

Write three sentences that use verb phrases, and underline the helping verbs. Then, read your sentences to a partner. Your partner should identify the main verbs. Switch roles with your partner and repeat the exercise.

Name ______________________________ Date ________________

6 ADJECTIVES

An adjective is a word used to describe a noun or pronoun or to give it a more specific meaning.

An adjective answers one of four questions about a noun or pronoun: *What kind? Which one? How many? How much?* See the examples in the table below.

flower gardens	What kind of gardens? (flower)
that lesson	Which lesson? (that)
sixty-seven years	How many years? (sixty-seven)
boundless energy	How much energy? (boundless)

Practice A Identifying Adjectives

Read the sentences below. Then, underline all of the adjectives in each sentence. Remember that articles are adjectives, too!

Example: Those complicated recipes don't interest me.
Answer: Those complicated recipes don't interest me.

1. Some colds really drag on.
2. He loves old rock music.
3. Alita loves fancy clothes.
4. Most Italian food is wonderful.
5. Timothy found an antique coin.
6. That big dog scares her.
7. Susan makes the best apple pie.
8. The big red ball makes me think of sunset.
9. Medieval architecture fascinates me.
10. Riding my bike is my favorite activity.

Practice B Identifying Nouns Used as Adjectives

Read each sentence. Then, write the noun or nouns used as an adjective.

Example: She went to her hair appointment.
Answer: hair

1. Will you please straighten the linen closet? ________
2. She loves making bread pudding. ________
3. Jacque skips guitar practice on Wednesdays. ________
4. Dr. Weston is a bone expert. ________
5. Apple juice is my favorite beverage. ________
6. The gravel road needs work. ________
7. The can label contains a lot of information. ________
8. My grandma uses liquid laundry soap. ________
9. My Uncle James is a truck driver. ________
10. The governor discussed traffic issues. ________

Writing and Speaking Application

Write a three-sentence description of your family, using at least one adjective in every sentence. Circle the adjectives. Then, read your sentences to a partner. Your partner should listen for and name the adjectives in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

7 ADVERBS

An adverb is a word that modifies a verb, an adjective, or another adverb. When an adverb modifies a verb, it will answer one of the following questions: *Where? When? In what way? To what extent?* See the examples below.

Where?	The book was here.
When?	He never walked the dog.
In what way?	Thomas gently corrected her.
To what extent?	They completely lost track of time.

Practice A Recognizing Adverbs

Read each sentence. Then, write the adverb in it.

Example: She seldom wears makeup.
Answer: seldom

1. Selena sometimes baby-sits. ________
2. Joshua accidentally broke the glass. ________
3. Brittany looks in the mirror vainly. ________
4. We enjoy eating slowly. ________
5. Tashi is learning English quickly. ________
6. The toddler often feels frustrated. ________
7. Don't complain unnecessarily. ________
8. I often shop for shoes. ________
9. He opened the present greedily. ________
10. Sam vaguely remembers his childhood. ________

Practice B Identifying Adverbs and the Words They Modify

Read each sentence. Then, write the adverb and the word it modifies.

Example: Gophers live underground.
Answer: underground—live

1. Rose smiled gratefully. ________
2. I finally finished the project. ________
3. The sun shines everywhere. ________
4. Aunt Beth carefully arranged the flowers. ________
5. The weather is especially cold today. ________
6. Pikes Peak is a really beautiful mountain. ________
7. I try to cure my colds naturally. ________
8. The speaker nervously cleared his throat. ________
9. She hopefully made preparations. ________
10. The celebration is held annually. ________

Writing and Speaking Application

Write a three-sentence description of how to do something, using at least three adverbs. Circle the adverbs. Then, read your sentences to a partner. Your partner should listen for and name the adverbs in your sentences. Then, switch roles with your partner.

Name ______________________ Date ______________

8 PREPOSITIONS AND PREPOSITIONAL PHRASES

A preposition relates the noun or pronoun that appears with it to another word in the sentence. A prepositional phrase is a group of words that includes a preposition and a noun or pronoun. Prepositions show relationships that involve such things as location, direction, time, cause, or possession; for example, *above, toward, since,* and *of.* Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and the noun or pronoun it describes. The noun or pronoun is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases

Read each sentence. Then, write the prepositional phrase and underline the preposition.

Example: The boy sat on his dad's shoulders.
Answer: on his dad's shoulders

1. Put the apples in the refrigerator. ______________
2. The top of the car is faded. ______________
3. School starts at eight. ______________
4. I saw an elk in the mountains. ______________
5. He polished the wood with oil. ______________
6. Marie used to live in Austin. ______________
7. Your shoes are under your bed. ______________
8. Angel dreams about flying. ______________
9. He sent a package to his mother. ______________
10. Nina left her books on the table. ______________

Practice B Identifying Prepositions and Their Objects

Read each sentence. Then, underline the preposition and circle the object of the preposition.

Example: Penny swam across the lake.
Answer: Penny swam across the lake.

1. The movie begins at dusk.
2. She washed the floor under the table.
3. The air smells fresh after the rain.
4. The boy moved toward his mother.
5. The squirrel jumped into the air.
6. She worked for twelve hours.
7. Jerry is the son of a teacher.
8. He complains about that Web site.
9. Felix likes extra frosting on his cake.
10. I used a door for a desk.

Writing and Speaking Application

Write four sentences that include a prepositional phrase in each. Underline the prepositions. Then, read your sentences to a partner. Your partner should listen for and name the prepositional phrases. Together, identify the objects of the prepositions. Then, switch roles with your partner.

Name ______________________________ Date ______________

CHAPTER 13

9 CONJUNCTIONS

A conjunction is a word used to connect other words or groups of words.
There are three main kinds of conjunctions: coordinating, correlative, and subordinating. These types of conjunctions are described in more detail in the following chart.

Coordinating conjunctions	There are only seven. They connect similar parts of speech or groups of words that have equal grammatical weight.	and, but, for, nor, or, so, yet
Correlative conjunctions	There are only five, and they are paired. They join elements of equal grammatical weight	both…and; either…or; neither…nor; not only…but also; whether…or
Subordinating conjunctions	There are many. They join two complete ideas by making one of the ideas dependent upon the other.	after, because, although, as if, as long as, so that, whenever, when, where, as though, in order that, while

Practice A Identifying Conjunctions

Read the following sentences. Then, underline the conjunctions. If a sentence has a correlative conjunction, remember to underline both parts.

Example: DeShaun plans to study either math or science.
Answer: DeShaun plans to study either math or science.

1. After you eat dinner, you may have some dessert.
2. We will eat either soup or sandwiches.
3. Before I go to bed, I need to finish my homework.
4. Would you rather rake or mow?
5. After you wash the outside of the car, please vacuum the inside.
6. When I eat heavy food, I feel tired.
7. Both Erin and Shawn are on the tennis team.
8. Dawn can take ballet or tap.
9. In order to stay healthy, my grandmother lifts weights.
10. The driveway gets dangerous when it snows.

Practice B Identifying Different Conjunctions

Read each sentence below. Then, write the conjunction and label it coordinating, correlative, *or* subordinating.

Example: Although I don't like homework, I love good grades.
Answer: although—subordinating

1. I need to finish my chores, or I will get grounded. ______________
2. Luis is tired but willing to help. ______________
3. One twin likes jeans, but the other likes dresses. ______________
4. As long as you work hard, you will succeed. ______________
5. Stephanie will either cook dinner or wash the dishes. ______________
6. You must have both tape and glue for this project. ______________

Writing and Speaking Application

Write three sentences: one that uses a coordinating conjunction, one that uses a correlative conjunction, and one that uses a subordinating conjunction. Then, read your sentences to a partner, who should identify the type of conjunction used in each sentence.

Name ______________________________ Date ____________________

10 INTERJECTIONS

An interjection is a word that expresses feeling or emotion and functions independently of a sentence.

Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

ah	dear	hey	oh	well
aha	goodbye	hello	ouch	whew
alas	goodness	hurray	psst	wow

Practice A Identifying Interjections

Underline the interjection in each item below.

Example: Hey! I want you to stop that!
Answer: Hey! I want you to stop that!

1. Ahem. Can everybody hear me?
2. By the way, I think you look great!
3. Attaboy! What a great play!
4. Aww, that is the cutest baby ever.
5. Psst, did you hear that last part?
6. Hurray! We're going to state!
7. Ouch! I shut my thumb in the door.
8. Attention! The owner of the red Toyota, you left your lights on.
9. Aw, shucks. You are too kind.
10. What? I don't believe that for a minute.

Practice B Supplying Interjections

Read each sentence. Then, write an interjection that shows the feeling expressed in the sentence.

Example: ______________ This is delicious!
Answer: Yum!

1. ______________ I guess I'll go.
2. ______________ I'm starting to get cold.
3. ______________ Did you hear that?
4. ______________ I can't go to the movie.
5. ______________ That is a great grade!
6. ______________ That was a close one!
7. ______________ I don't like broccoli.
8. ______________ We're going to be late.
9. ______________ Don't worry about it.
10. ______________ I slipped.

Writing and Speaking Application

Write four sentences that include an interjection in each. Circle the interjections. Then, read your sentences to a partner. Your partner should listen for and name the interjections. Then, switch roles with your partner.

Name ______________________________ Date ____________________

11 IDENTIFYING PARTS OF SPEECH

The way a word is used in a sentence determines its part of speech.
A word's job (or part of speech) in one sentence can be different from its job (or part of speech) in another sentence. Consider the information in the table below.

Noun	names a person, place, thing, or idea	The boy threw the ball.
Pronoun	a word that stands for a noun	He threw the ball.
Verb	a word showing action, condition, or existence	The boy threw the ball.
Adjective	a word that modifies (or describes) a noun or pronoun	The tall boy threw the ball.
Adverb	a word that modifies a verb, an adjective, or another adverb	The boy skillfully threw the ball.
Preposition	a word that relates a noun or pronoun that appears with it to another word	The boy threw the ball toward his dad.
Conjunction	a word that connects words or groups of words	The boy threw the ball, and his dad caught it.
Interjection	a word that expresses emotion	Hooray! Dad caught the ball.

Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.

Example: She took a walk on her break. noun pronoun verb adjective adverb
Answer: She took a walk on her break. noun pronoun (verb) adjective adverb

1. He works hard all day. noun pronoun verb adjective adverb
2. Miette takes singing lessons. noun pronoun verb adjective adverb
3. Connie works in a restaurant. noun pronoun verb adjective adverb
4. He likes stand-up comedy. noun pronoun verb adjective adverb
5. The moon is shining dimly. noun pronoun verb adjective adverb

Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.

Example: The sun moves toward the west. preposition conjunction interjection
Answer: The sun moves toward the west. (preposition) conjunction interjection

1. Put your homework on my desk. preposition conjunction interjection
2. Ugh! I think I'm getting a cold. preposition conjunction interjection
3. We just talked about old times preposition conjunction interjection
4. Do you prefer brown or white gravy? preposition conjunction interjection
5. Meme and Evie are her daughters. preposition conjunction interjection

Writing and Speaking Application

Write four sentences that include at least one noun, adjective, verb, and adverb. Then, read your sentences to a partner. After reading each sentence, ask your partner to identify any noun, verb, adjective, or adverb. Then, switch roles with your partner.

Name ______________________________ Date ____________________

12 SIMPLE SUBJECTS AND PREDICATES

The simple subject is the essential noun, pronoun, or group of words that acts as a noun in a complete subject. The simple predicate is the essential verb or verb phrase in a complete predicate.

The complete subject includes the simple subject plus any words that describe it. The complete predicate includes the simple predicate and all of the words that describe it.

Subjects	Predicates
The glass of juice	is sitting on the table next to the couch.
The very sick fox	stayed in his den all day.
My geology paper	is due right after class.

Practice A Identifying Simple Subjects

In each sentence below, the complete subject is underlined. Circle the simple subject (which will be part of the underlined section).

Example: The students in the gym began to stretch.
Answer: The students in the gym began to stretch.

1. The boy with the green shirt spilled his juice.
2. The kitten in the basket cried for its mother.
3. The books on the top shelf haven't been read.
4. The car needs a tune-up.
5. The bikes in the garage need to be repaired.
6. Roberto's watch sat on the table.
7. The party that we planned never happened.
8. The football players prepared for practice.
9. Their ambitious dream was to be state champions.
10. Their fans knew they could win.

Practice B Identifying Simple Predicates

In each sentence below, the complete predicate is underlined. Circle the simple predicate (which will be part of the underlined section).

Example: Henry lifted the heavy package onto the counter.
Answer: Henry lifted the heavy package onto the counter.

1. Romeo's roses will make her smile.
2. The rocky, steep hillside rose above us.
3. Susan prepared dinner for the family last night.
4. The dishes in the sink were washed after supper.
5. Anthony waited before beginning his work.
6. The cheerleader cheered for the excited crowd.
7. Sophia placed all the chairs on the back porch.
8. The excited chef prepared his various ingredients.
9. The team finished its practice.
10. The turtle retracts its head into its shell.

Writing and Speaking Application

Write four sentences and underline the simple subject and simple predicate in each. Read your sentences to a partner, who should listen for and name the simple subject and the simple predicate in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

13 FRAGMENTS

A fragment is a group of words that lacks a subject or a predicate, or both. It does not express a complete unit of thought.

Fragments are not usually used in writing because they might not be understood. Fragments can be corrected by adding the parts that are needed to make a complete thought. See the examples in the table below.

Fragments	Complete Sentences
the frog with warts	The frog with warts gives me the creeps.
live in those woods	Beautiful elk live in those woods.

Practice A Distinguishing Sentences and Fragments

Each item below is punctuated like a sentence, but some of the items are fragments. Read each item and, on the line provided, write whether it is a sentence or a fragment.

Example: The student who loves homework.
Answer: fragment

1. Was starting homework. ______
2. Swimming is fun. ______
3. Easier with practice. ______
4. He took the test again. ______
5. He hoped for. ______
6. Is an important step. ______
7. I love to celebrate. ______
8. Was difficult to imagine. ______
9. Isaac finished with pride. ______
10. Sonya quickly sat down. ______

Practice B Fixing Fragments

Read each fragment below. Then, use each fragment in a sentence.

Example: on the table
Answer: I left the dishes sitting on the table.

1. the burly fighter ______
2. fell loudly on the floor ______
3. the beautiful view ______
4. sat down on the chair ______
5. jumping over the fence ______
6. the creaky old swing ______
7. his best friend ______
8. the neatest trick ______
9. the computer keyboard ______
10. the first day of school ______

Writing and Speaking Application

Write four fragments and read them to a partner. Together, decide how the fragments can be made into sentences. Then, switch roles with your partner.

Name ______________________________ Date ____________________

14 SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH *HERE* OR *THERE*

***Here* and *there* are never the subject of a sentence.**

When the words *here* or *there* begin a **declarative sentence**, they are usually adverbs that modify the verb by pointing out where something is located. Usually sentences beginning with *here* or *there* are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence.

Sentences Beginning With Here or There	Sentences Rearranged in Subject-Verb Order
Here **is** your backpack.	Your backpack **is** here.
There **is** a crack in the foundation.	A crack **is** in the foundation.

Practice A Rearranging Sentences Beginning With *Here* or *There*

Read each sentence below. Then, rearrange it so that it is written in subject-verb order.

Example: There is sugar in the bowl.
Answer: Sugar is in the bowl.

1. There are clouds in the sky. ______
2. There is snow on the ground. ______
3. Here is the calculator for the math test. ______
4. There are some people talking. ______
5. There is a sock in the dryer. ______
6. Here are the answers. ______
7. Here is the order for your new books. ______
8. There are coins in the dish. ______
9. There is a guitar in the case. ______
10. Here is an apple pie. ______

Practice B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Read each sentence. Then, underline the subject and circle the verb.

Example: There is a knot in the rope.
Answer: There (is) a knot in the rope.

1. There is a car in the garage.
2. There are many trees in my yard.
3. Here is your package.
4. There is a glass in the cabinet.
5. There are excuses for your absence.
6. Here is your backpack.
7. There are some people in the pool.
8. Here is the material for your project.
9. There are several pots on the stove.
10. Here is your football.

Writing and Speaking Application

Write four sentences that begin with *here* or *there*, and underline the subjects and circle the verbs. Then, read your sentences to a partner. Your partner should identify the subject and verb of each sentence. Then, switch roles with your partner.

Name ______________________________ Date ________________

15 SUBJECTS IN INTERROGATIVE SENTENCES

In interrogative sentences, the subject often follows the verb.

Interrogative sentences are questions. Some interrogative sentences use subject-verb order, but usually they are inverted (verb-subject). To help locate the subject, rearrange interrogative sentences into subject-verb order. Consider the examples in the table below, which show the subject underlined and the verb in boldface.

Interrogative Sentences	Rearranged in Subject-Verb Order
Is the library open on Sunday?	The library **is** open on Sunday.
Did you **borrow** my book?	You **did borrow** my book.
Where **is** the party?	The party **is** where?

Practice A Rearranging Interrogative Sentences

Read each sentence below. Then, rearrange it so that it is written in subject-verb order. Some of the sentences have helping verbs, so the verbs will be two words.

Example: Why do you like Jenny?
Answer: You do like Jenny why?

1. What are you thinking? ______________________________
2. Where is the skate party? ______________________________
3. Are you feeling upset? ______________________________
4. What is the solution to this problem? ______________________________
5. Are they expecting us this evening? ______________________________
6. Why are sunsets better in Texas? ______________________________
7. Are you going to the beach with your family? ______________________________
8. When should I put the casserole in the oven? ______________________________
9. How did you manage that job? ______________________________
10. Why are you feeling grouchy? ______________________________

Practice B Identifying Subjects and Verbs in Interrogative Sentences

Read each sentence. Then, circle the subject and underline the verb. Some of the sentences have helping verbs, so the verbs will be two words.

Example: Why are you whispering?
Answer: Why are (you) whispering?

1. Why did your mom say no?
2. How can I change your mind?
3. Why do you like that swimming pool?
4. Why did Lee call his uncle?
5. Where is your dad?
6. Are you buying new shoes?
7. Why is my teacher kicking that ball?
8. Will your brother be at the party?
9. What do you think?
10. How is Anita's friend feeling now?

Writing and Speaking Application

Write four interrogative sentences (questions). Circle the subject of each and underline the verb. Then, read your sentences to a partner, who will listen for and name the subject and verb in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

CHAPTER 14

16 SUBJECTS IN IMPERATIVE SENTENCES

In imperative sentences, the subject is understood to be *you*.

The subject of an imperative sentence is usually implied instead of being specifically stated. Consider the examples in the table below.

Imperative Sentences	Sentences With *You* Added
First, do your homework.	First, [you] do your homework.
After school, come directly home.	After school, [you] come directly home.
Please clean the kitchen.	[You] please clean the kitchen.

Practice A Rewriting Imperative Sentences to Include *You*

Read each sentence below. Then, rewrite it to include its subject, you.

Example: Take a nap after lunch.
Answer: You take a nap after lunch.

1. Later, watch a movie. ______________________________
2. Relax on the sofa. ______________________________
3. By tomorrow, finish all your work. ______________________________
4. Make the bed after you get up. ______________________________
5. Watch the children. ______________________________
6. Paint the picture with watercolors. ______________________________
7. Please finish the game. ______________________________
8. Decide which book to read. ______________________________
9. Leave the cat outside. ______________________________
10. Tell me later. ______________________________

Practice B Writing Imperative Sentences

On the lines below, write imperative sentences that have the implied subject, you.

Example: Always mind your manners.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Writing and Speaking Application

Write four imperative sentences and read them to a partner. Your partner should restate each sentence to include the subject, *you.*

Name ______________________________ Date ______________

17 SUBJECTS IN EXCLAMATORY SENTENCES

In exclamatory sentences, the subject often appears after the verb, or it may be understood. In some exclamatory sentences, the subject appears before the verb. In others, the verb appears first. To find the subject, rearrange the sentence in subject-verb order. In other exclamatory sentences, both the subject and the verb may be unstated.

Exclamatory Sentence	With Subject and Verb Included—and in Subject-Verb Order
Subject and verb out of order: What do you know!	You do know what.
Subject understood: Leave now!	[You] leave now!
Subject and verb both unstated: Hot dogs!	[You can buy] hot dogs!

Practice A Identifying Subjects in Exclamatory Sentences

Read each sentence below. Then, underline the subject. If the subject is not included in a sentence, write it on the line provided. (Some lines will be left blank.)

Example: Stop it!
Answer: you

1. Start right now! ______________
2. Ben shocked me! ______________
3. You will never believe it! ______________
4. This is awesome! ______________
5. Back off! ______________
6. John is lost! ______________
7. You are the best! ______________
8. Jan won't wait! ______________
9. Help! ______________
10. The house is on fire! ______________

Practice B Writing Exclamatory Sentences and Underlining Subjects

On the lines below, write exclamatory sentences. Then, underline the subject of each sentence. If the subject is implied, write it in parentheses next to the sentence.

Example: Duck! (you)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Writing and Speaking Application

Write four exclamatory sentences and read them to a partner. Your partner should identify the subject in each sentence.

Name ______________________________ Date ____________________

CHAPTER 14

18 DIRECT OBJECTS

A direct object is a noun, pronoun, or group of words acting as a noun that receives the action of a transitive verb.

Direct objects complete the meaning of action verbs by telling *who* or *what* receives the action. Verbs that have direct objects are called **transitive verbs**; they *transfer* their action onto direct objects. Some verbs are **intransitive**, meaning nothing receives the action of the verb, and the questions *Who?* and *What?* cannot be answered.

Sentence	Question to Ask	Direct Object; Is the verb transitive or intransitive?
She makes cookies for her friends.	She makes *what?*	cookies; the verb is transitive.
Fish can breathe under water.	Fish can breathe *what?*	No answer; the verb is intransitive.
Sam hugged his mother.	Hugged *who?*	mother; the verb is transitive.

Practice A Identifying Direct Objects

The sentences below have transitive verbs, so each verb has a direct object. Read each sentence and underline its direct object.

Example: Susan asked a question.
Answer: Susan asked a question.

1. Sam burnt the toast.
2. Joseph needs a notebook.
3. The boys played baseball.
4. The teacher graded our homework.
5. He removed the pictures from the wall.
6. The children played games at the party.
7. I have a minute.
8. Did you take your vitamins?
9. He flew his paper airplane.
10. The wrestler is lifting heavy weights.

Practice B Identifying Sentences With Direct Objects

Read each sentence below. Then, on the line provided, write Yes *if the sentence has a direct object and* No *if it does not have a direct object.*

Example: Diego painted many murals.
Answer: Diego painted many murals. *Yes*

1. Jacob worries too much. ____________
2. I sank the boat in the river. ____________
3. Rainbows thrill Santiago. ____________
4. Josie craves frozen yogurt. ____________
5. Martina's school just opened. ____________
6. The jury finally arrived. ____________

Writing and Speaking Application

Write three sentences that have direct objects and three that do not. Read your sentences to a partner. Your partner should say *yes* if a sentence has a direct object and *no* if it does not. Then, switch roles with your partner.

Name ______________________________ Date ______________________

19 INDIRECT OBJECTS

An indirect object is a noun or pronoun that appears with a direct object. It often names the person or thing that something is given to or done for.

Only sentences with **transitive verbs** (those that have direct objects) can have indirect objects. To locate an indirect object, ask questions as indicated in the table below. Notice that the second example does not have a direct object, so it cannot have an indirect object.

Sentence	Question to Ask	Direct and Indirect Object
Sally reads her sister a story.	1. Reads *what*?	story (direct object)
	2. Reads a story *to or for whom*?	sister (indirect object)
She works for Thomas.	1. Works *what*?	[No answer; no direct object]
Sam gave his mom a kiss on the cheek.	1. Gave *what*?	kiss (direct object)
	2. Gave a kiss *to or for whom*?	mom (indirect object)

Practice A Identifying Indirect Objects

Read each sentence below. Then, underline the direct object and circle the indirect object. Use the chart above to help you ask the necessary questions.

Example: He gave his dad a hug.
Answer: He gave his (dad) a <u>hug</u>.

1. He gave his friend some documents.
2. He brought his brother an apple.
3. Jennifer sautéed her husband some vegetables.
4. I asked my partner a question.
5. They saved their friend a seat.
6. Emily served her mother dinner.
7. Melinda showed her husband a picture.
8. She sent the president a letter.
9. They bought their team a new ball.
10. The banker handed me a check.

Practice B Identifying Sentences With Indirect Objects

Read each sentence below. If it does not have an indirect object, write No *on the line next to it. If the sentence does have an indirect object, write* Yes *on the line next to it.*

Example: Koto served his wife breakfast.
Answer: Koto served his wife breakfast. *Yes*

1. Ms. Velasquez served Adam some punch. ______
2. I asked the manager a question. ______
3. Cynthia gave me an award. ______
4. The boys discovered a hidden treasure. ______
5. Bill's dad ate the pizza. ______
6. Poncho gave his friend a flag. ______
7. Maria roasted me some peppers. ______
8. He gave a final speech. ______

Writing and Speaking Application

Write three sentences that have indirect objects. Read your sentences to a partner. Your partner should identify the indirect object in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________________

CHAPTER 14

20 OBJECT COMPLEMENTS

An object complement is an adjective or noun that appears with a direct object and describes or renames it.

An object complement almost always follows a direct object. Object complements occur only with such verbs as *appoint*, *call*, *consider*, *declare*, *elect*, *judge*, *label*, *make*, *name*, *select*, and *think*. The words *to be* (or forms of the verb *to be*) are often understood before an object complement.

The parents (subject) found (verb) the performance (direct object) [to be] enchanting (object complement).

Practice A Identifying Object Complements

Read each sentence. Then, underline the object complement in it.

Example: The conductor appointed Karl leader of the orchestra.
Answer: The conductor appointed Karl leader of the orchestra.

1. Greg declared the grade outstanding.
2. The club thought its leader remarkable.
3. The principal considered the teacher fabulous.
4. My mother calls me a peacemaker.
5. The town elected Mrs. Jefferson councilwoman.
6. Carol considers her grandchild a divine gift.
7. The peppermint tea made my throat better.
8. Dennis declared my work flawless.
9. Justin thought the suggestion insane.
10. The patient considers the treatment a miracle.

Practice B Completing Sentences With Object Complements

Read each sentence below. Then, fill in the blank with an object complement.

Example: The captain judged the ship ________.
Answer: The captain judged the ship seaworthy.

1. I appointed my little sister ______________________.
2. The official judged the play ______________________.
3. Wilma thought the child ______________________.
4. The town elected Rosa ______________________.
5. Melaka named the day ______________________.
6. My father called my car ______________________.
7. The professor declared my performance ______________________.
8. Lea thought the building ______________________.
9. They found the views ______________________.
10. Grandpa Frank called my gift ______________________.

Writing and Speaking Application

Write five sentences that have object complements. Read your sentences to a partner. Your partner should identify the object complement in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

CHAPTER 14

21 SUBJECT COMPLEMENTS

A subject complement is a noun, pronoun, or adjective that appears with a linking verb and gives more information about the subject.

There are two kinds of subject complements. A **predicate nominative** is a noun that appears with a linking verb and names the subject of the sentence: *Joseph is a programmer.* A **predicate adjective** is an adjective that appears with a linking verb and describes the subject of the sentence: *The weather is warm*. Some sentences contain compound subject complements: *Joseph is a programmer and a father.*

Practice A Identifying Subject Complements

Read each sentence. Then, underline the subject complement(s) in it.

Example: Your sister is sweet and kind.
Answer: Your sister is sweet and kind.

1. Emily seems brilliant.
2. Cathy is a grandmother.
3. Her sister is leader of the band.
4. The highway is dry and safe.
5. The boy's hair looks great.
6. Your brother is a dentist?
7. That dessert was decadent.
8. Yesterday seems long ago.
9. The weather report was frightening.
10. The ceiling is white.

Practice B Identifying Predicate Nominatives and Predicate Adjectives

Read each sentence below. Then, underline any subject complements. On the line provided, write whether each subject complement is a predicate nominative or a predicate adjective.

Example: My mom is a businesswoman.
Answer: My mom is a businesswoman. predicate nominative

1. She is a professional dancer. ______________________
2. Julian is tall and strong. ______________________
3. His suit looks stylish. ______________________
4. That dog is a collie. ______________________
5. My sister is the state gymnastics champion. ______________________
6. Desert nights are cold. ______________________
7. I feel glorious. ______________________
8. You seem happy about your brother's prize. ______________________
9. Do you want to be a graduate? ______________________
10. Michelle's daughter is a student. ______________________

Writing and Speaking Application

Write three sentences that have subject complements. After you read each sentence to a partner, your partner should identify the subject complement and say whether it is a predicate adjective or a predicate nominative. Then, switch roles with your partner.

Name ______________________________ Date ______________________

CHAPTER 15

Focus on the TEKS (17)(A)

22 PREPOSITIONAL PHRASES

A prepositional phrase, such as *behind the house,* consists of a preposition along with a noun or pronoun.

Prepositional phrases can act as adjectives (in which case they are called **adjectival phrases**), or they can act as adverbs (in which case they are called **adverbial phrases**). In this lesson you will learn to use and understand the function of different types of phrases (e.g., adjectival and adverbial phrases).

Prepositional Phrase Type	Function	Answers the Question	Example
Adjectival phrase	Modifies a noun or pronoun	*What kind?* or *Which one?*	The man in the red coat held the door open. (*Which* man?)
Adverbial phrase	Modifies a verb, an adjective, or an adverb	*Where? Why? When? In what way?* or *To what extent?*	The cat hid under the bed. (Hid *where?*)

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Identifying Prepositional Phrases

Read each sentence below. Then, underline the prepositional phrase.

Example: John bounced on the trampoline.
Answer: John bounced on the trampoline.

1. They raced through the house.
2. Martina needs time for reflection.
3. We built a fire at the campground.
4. Mindy put her backpack in the car.
5. Sierra made a cake in the microwave.
6. George delivered pizzas around town.
7. Melissa answers phone calls at her office.
8. Jessie sent a letter to her friend.
9. Roger sings ballads at the club.
10. Mark keeps his golf clubs in the garage.

Practice B Identifying Adjectival and Adverbial Phrases

Read each sentence below. Then, indicate whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: I paddled down the river. Adjectival phrase Adverbial phrase
Answer: I paddled down the river. Adjectival phrase (Adverbial phrase)

1. I need a case for my guitar. Adjectival phrase Adverbial phrase
2. Mom served dessert after we ate dinner. Adjectival phrase Adverbial phrase
3. Brandon danced after the touchdown. Adjectival phrase Adverbial phrase
4. Mom was irritated by the distraction. Adjectival phrase Adverbial phrase
5. We watched a movie about space flight. Adjectival phrase Adverbial phrase

Writing and Speaking Application

Write five sentences that include prepositional phrases. Then, read your sentences to a partner, who should identify the prepositional phrases. Together, decide whether each prepositional phrase is an adjectival phrase or an adverbial phrase. Then, switch roles.

Name ____________________ Date ____________________

CHAPTER 15

23 APPOSITIVES AND APPOSITIVE PHRASES

Focus on the TEKS (17)(A)

An appositive is a group of words that identifies, renames, or explains a noun or pronoun.

- Appositives usually follow right after the words they explain.
- Appositives and **appositive phrases** (which include descriptive words) are a great way to combine two choppy sentences into one interesting sentence.
- When an appositive is **nonessential** to the meaning of the sentence, commas are used before and after the appositive. When an appositive is **essential** to the meaning of the sentence, commas are not used.

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Identifying Appositives

Read the following sentences. Then, underline the appositive in each sentence.

Example: Jason, our fastest runner, got sick before the meet.
Answer: Jason, <u>our fastest runner</u>, got sick before the meet.

1. Ella, the smartest girl in class, was chosen.
2. Tomorrow, Tuesday, is the last day to get pictures.
3. My cousin Timmy cried all night.
4. My decision, a tough choice to make, was to quit the team.
5. Outside recess, the students' favorite activity, was canceled today.
6. Rowing, a grueling sport, is easy for Rachel.
7. The hikers, a group of virtual strangers, pushed toward the summit.
8. Susan, our school nurse, liked to help the students.
9. Miguel's dog Sparta ran all the way home.
10. Bill, a very funny guy, kept us laughing the whole time.

Practice B Combining Sentences, Using Appositives

Read the pairs of sentences below. Then, combine the two choppy sentences into one interesting sentence by using an appositive or appositive phrase.

Example: My team needs more practice. My team is called the Mustangs.
Answer: <u>My team, the Mustangs, needs more practice.</u>

1. That snake is a python. That snake crawled under a rock. ____________________
2. The store by my house is open. The store is called the Veggie Market.
____
3. My sister is a lifeguard. My sister saved a boy's life. ____________________
4. Maria loves cooking. Maria is John's best friend. ____________________

Writing and Speaking Application

Write three sentences that have appositives or appositive phrases. Then, read your sentences to a partner. Your partner should listen for and identify the appositive in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

Focus on the TEKS (17)(A)

24 VERBAL PHRASES

A verbal is a verb that is used as a noun, an adjective, or an adverb. A verbal that includes modifiers or complements is called a *verbal phrase*.

- Verbals look like verbs, but they are not verbs. Verbs express action in a sentence. Verbals describe another word.
- Verbals can be essential or nonessential to the meaning of a sentence. When they are **nonessential**, they have commas on both sides; when they are **essential**, they do not.
- When a verb acts as an adjective, it forms a **participle**. The two most common kinds of participles are the present participle (The sputtering car…) and the past participle (The interrupted game…).
- Participles can include modifiers, in which case they form a **participial phrase**. (All of the children raised in that town are brilliant.)

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Identifying Verbals and Verbal Phrases

Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (Notice that the verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Pierre, relieved by his grade, walked home with a smile.
Answer: Pierre, relieved by his grade, walked home with a smile.

1. Energized by the warm weather, the boys ran to the park.
2. Gifts created by hand are often the most thoughtful.
3. The boy, grinning and excited, ran into the ice cream shop.
4. A hardworking athlete needs a healthy diet.
5. Our newly arrived guests rang the front doorbell.
6. That painting, made by my friend Steven, is my favorite.
7. The students, tired from their work, asked for a break.
8. Walking through the house at night, I stubbed my toe.

Practice B Recognizing Verbal Phrases

Read each sentence below. On the line provided, indicate whether the underlined word or words are (1) a verb (expressing action in the sentence) or (2) a participial phrase (a verbal phrase that describes a noun).

Example: The postal employee delivered my mail. **Answer:** verb

1. Heated by coal, the house was cozy all winter. ______________
2. The food, left on the counter, was too cold to eat. ______________
3. The flowers thrilled Diana. ______________
4. Staring at the pizza, Dad was hoping to eat soon. ______________

Writing and Speaking Application

Write three sentences that have participial phrases (verbal phrases that describe nouns). Then, read your sentences to a partner. Your partner should listen for and identify the participial phrase in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

25 INDEPENDENT AND SUBORDINATE CLAUSES

Focus on the TEKS (17)(A)

A clause is a group of words that contains a subject and a verb.

- An **independent clause** (also called a *main clause*) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause.
- A **subordinate clause** (also called a *dependent clause*), although it has a subject and a verb, cannot stand by itself as a complete sentence.

Carson is an editor, but he runs a bed-and-breakfast.
(Carson is an editor = independent clause; he runs a bed-and-breakfast = independent clause)

Although Bob is an editor, he runs a bed-and-breakfast.
(Although Bob is an editor = subordinate clause; he runs a bed-and-breakfast = independent clause)

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Distinguishing Independent and Subordinate Clauses

Read each sentence. Then circle either independent *or* subordinate, *depending upon whether the underlined section is an independent or a subordinate clause.*

Example: My Dad said I could go <u>if I checked with Mom first</u>. independent subordinate
Answer: My Dad said I could go <u>if I checked with Mom first</u>. independent (subordinate)

1. Miguel loves the car <u>that he's seen on TV</u>. independent subordinate
2. I like texting, <u>but I'm trying to cut back</u>. independent subordinate
3. My sister, <u>who loves traveling</u>, is flying to Greece. independent subordinate
4. <u>Until you work harder</u>, you won't succeed. independent subordinate
5. My mother is social, <u>while my father is more private</u>. independent subordinate
6. <u>That car is fast</u>, and it handles well. independent subordinate

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read each sentence pair below. On the line provided, combine the two sentences to form one sentence. For two of your sentences, make one clause subordinate (as shown in Example 1). For the other two sentences, let both clauses remain independent (as shown in Example 2).

Example 1: He doesn't like homework. He does it every night.
Answer: Although he doesn't like homework, he does it every night.

Example 2: Jeanie was in a hurry. She didn't make mistakes.
Answer: Jeanie was in a hurry, but she didn't make mistakes.

1. The car was in bad shape. The car made the trip. ______________________
2. The cake was delicious. It was made from scratch. ______________________
3. Tommy was tired. He went to school. ______________________
4. The sun was very bright. I wore sunglasses. ______________________

Writing and Speaking Application

Write three sentences that have both an independent clause and a subordinate clause. Then, read your sentences to a partner. Your partner should listen for and identify the independent clause and the subordinate clause in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

CHAPTER 15

Focus on the TEKS (17)(A)

26 ADJECTIVAL CLAUSES

An adjectival clause is a subordinate clause that modifies a noun or pronoun in another clause by telling *what kind* or *which one*.

- Adjectival clauses cannot stand alone. They are **subordinate clauses** that must be connected to an independent clause.
- Adjectival clauses can be essential or nonessential to the meaning of the sentence. When they are **nonessential**, they are set off from the rest of the sentence by commas. When they are **essential**, no commas are used before and after.
- Adjectival clauses often begin with a **relative pronoun** or a **relative adverb** that links the clause to a noun or pronoun in another clause.

EXAMPLE: The car that had been ticketed was towed away. (The underlined adjectival clause answers the question *Which one?* Notice that no commas are used because the clause is essential to the meaning of the sentence.)

Show that you can use the function of different types of phrases by completing the exercises.

Practice A Identifying Adjectival Clauses

Read the following sentences. Then, underline the adjectival clause.

Example: My tool set, which I've had for years, is missing from the garage.
Answer: My tool set, which I've had for years, is missing from the garage.

1. The hat that you left outside is ruined.
2. The new student, whom we'd been waiting to meet, finally arrived.
3. The teacher whom they all loved dearly was preparing to retire.
4. He asked to have my old bike, which I never used.

Practice B Writing Sentences With Adjectival Clauses

Read the sentences below. Then, rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses. Include commas where appropriate.

Example: The pencil had no lead. (that Jerrod bought)
Answer: The pencil that Jerrod bought had no lead.

1. The TV was huge. (that we bought yesterday)

____

2. Maria fell. (who had been balancing on the fence rail)

____

3. The baby finally went to sleep. (who had been crying for hours)

____

4. Her father arrived home covered in mud. (who is a farmer)

____

Writing and Speaking Application

Write three sentences that include adjectival clauses. Then, read your sentences to a partner. Your partner should listen for and identify each adjectival clause. Then, switch roles with your partner.

Name ______________________________ Date ____________________

27 RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

Relative pronouns connect adjectival clauses to the words they modify. They act as subjects, direct objects, objects of prepositions, or adjectives in the subordinate clauses.

- Relative pronouns include words such as *that, which, who, whom*, and *whoever*.
- Relative pronouns have two jobs in a sentence.

  1. They connect an adjectival clause (a clause that modifies a noun) to the word it modifies. Look at the sentence as a whole to see the relative pronoun do this.
  2. The relative pronoun is the subject, direct object, object of the preposition, or an adjective *within the clause*. You can identify what the pronoun is doing within the clause by pulling the adjectival clause away from the rest of the sentence.

Practice A Identifying Relative Pronouns and Their Clauses

Read each sentence. Then, circle the relative pronoun and underline the entire adjectival clause.

Example: The team that won the championship is from Tyler.
Answer: The team (that) won the championship is from Tyler.

1. My cell phone, which needs a new battery, is going to die.
2. The bike that Sam painted is black.
3. That teenager, who has school and a job, needs her sleep.
4. The worms that are in that can are for bait.
5. The couch, which is old and worn, needs to be replaced.
6. I want you to mop the floor, which has your footprints all over it.
7. The man who is standing in the checkout line is my math teacher.
8. The team that lost is from El Paso.

Practice B Combining Sentence, Using Relative Pronouns

Read each sentence pair below. On the line provided, combine the two sentences into one sentence by using a relative pronoun and an adjectival clause.

Example: I bite my nails. My nails are very short.
Answer: I bite my nails, which are very short.

1. The man is friendly. The man is a salesman. ____________________
2. We bought a new car. The car is red. ____________________
3. The boat needs repair. The boat belongs to Roland.

   ____
4. The assignment is very difficult. The assignment counts for half of our grade.

   ____
5. Rachel is an accountant. Rachel has a two-year-old daughter.

   ____

Writing and Speaking Application

Write three sentences that have relative pronouns and adjectival clauses. Then, read your sentences to a partner. Your partner should listen for and identify each relative pronoun and adjectival clause. Then, switch roles with your partner.

Name ______________________________ Date ______________

28 ADVERBIAL CLAUSES

Focus on the TEKS (17)(A)

Adverbial clauses are subordinate clauses that modify verbs, adjectives, adverbs, or verbals by telling *where, when, in what way, to what extent, under what condition,* or *why*.

Adverbial clauses begin with subordinating conjunctions and contain both subjects and verbs.

Subordinating Conjunctions				
after	as long as	if	though	whenever
although	because	since	unless	where
as	before	so that	until	wherever
as if	even though	than	when	while

Like adjectival clauses, adverbial clauses can be used to combine the information from two sentences into one sentence that shows the relationship between the ideas.

EXAMPLE: You are going out for groceries. You should also pick up the dry cleaning.
As long as you are going out for groceries, you should also pick up the dry cleaning.

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Identifying Adverbial Clauses

Read each sentence. Then, circle the verb or verbs modified by the underlined adverbial clause.

Example: Whenever I think of you, I smile.
Answer: Whenever I think of you, I (smile.)

1. I will go if you stop pestering me.
2. As long as you work hard, you will earn a passing grade.
3. When you finish your painting, I would love to see it.
4. Dad fixed the car even though he was busy that day.
5. Whenever I'm bored, I watch TV.
6. I slept late because I needed to.

Practice B Combining Sentences, Using Adverbial Clauses

Read the sentences below. Then, combine each pair of sentences into one sentence, using the relative adverb in parentheses.

Example: You want to reach your full potential. Do your best work. (if)
Answer: If you want to reach your full potential, do your best work.

1. You may have dessert. You eat your dinner. (after)

____

2. You've done a good job. You will be rewarded. (Since)

____

3. You were sleeping. David Jones called you. (while)

____

4. I run fast. My cheeks turn red. (when)

____

Writing and Speaking Application

Write three sentences that have adverbial clauses. Then, read your sentences to a partner. Your partner should listen for and identify the adverbial clause in each sentence. Then, switch roles with your partner.

Name ______________________________ Date ____________________

29 NOUN CLAUSES

Focus on the TEKS (17)(A)

A noun clause is a subordinate clause that acts as a noun. In a sentence, a noun clause may act as a subject, direct object, predicate nominative, object of a preposition, or appositive. Sometimes noun clauses can be difficult to identify because they begin with the same introductory words that can be used to begin other types of clauses and phrases (words such as *that, which, who, whom, whose, how, if, what, whatever, where, when, whether,* and *why*). You can test whether a clause is a noun clause by replacing the clause with *it, you, fact,* or *thing*. If the sentence still sounds smooth, you probably replaced a noun clause.

Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with *it*, and the sentence still sounds correct.

EXAMPLE: Whatever Bailey does makes me laugh.

Show that you can use and understand the function of different types of phrases by completing the exercises.

Practice A Identifying Noun Clauses

Read the following sentences. Then, underline the noun clause in each sentence.

Example: She told me that I was funny.
Answer: She told me that I was funny.

1. What I had for breakfast tasted great.
2. The best plan, that we stick together, was completely ignored.
3. Whoever thought of this idea must be a genius.
4. I couldn't believe what she was saying.
5. Why you want to hike in the cold is beyond me.
6. What you want isn't necessarily a good thing.
7. She told me which one she wanted.
8. I'll pick whoever asks most politely.
9. I don't understand why the earth spins.
10. I finally understood that she needed my help.

Practice B Distinguishing Noun Clauses

Some of the clauses underlined below are adjectival clauses (they describe a noun). Others are noun clauses (they take the place of a noun). Read each sentence. Then, write whether the underlined clause is a noun clause or an adjectival clause.

Example: I wanted the bike with purple fenders.
Answer: adjectival clause

1. Whatever you need will be given to you. ____________________
2. My greatest wish, which I now realize was foolish, was to leave my hometown. ____________
3. She needed the sweater that I gave her. ____________________
4. That you truly care about him is obvious to me. ____________________
5. Nestor swims whenever he gets the chance. ____________________

Writing and Speaking Application

Write three sentences that have noun clauses. Then, read your sentences to a partner. Your partner should listen for and identify the noun clause in each sentence. Then, switch roles with your partner.

Name ______________________ Date ______________

30 THE FOUR STRUCTURES OF SENTENCES

Every sentence falls into one of four categories according to its structure:

Sentence Type	Definition	Example
Simple Sentence	contains a single independent or main clause	Carrie wants chicken for dinner.
Compound Sentence	contains two or more main clauses	Carrie wants chicken for dinner, but Chris wants fish.
Complex Sentence	consists of one independent or main clause and one or more subordinate clauses	Although Carrie wants chicken for dinner, Chris wants fish.
Compound-Complex Sentence	consists of two or more independent clauses and one or more subordinate clauses	Chris wants fish for dinner, even though Carrie wants chicken, so they are going to a restaurant.

Practice A Distinguishing Between Simple and Compound Sentences

Read the following sentences. Then, label each sentence simple *or* compound.

Example: I wanted to finish the game, but my thigh was cramping.
Answer: compound

1. Have you finished your homework tonight? ______________
2. In this class, you have to work for your grade. ______________
3. Juan enjoys reading, but his brother prefers pottery. ______________
4. I know the woman with the green hat. ______________
5. Pierre wanted to return to France, so we pitched in for a ticket. ______________
6. Mom's happiness is important to all of us. ______________
7. I would like to either work out or leave now. ______________
8. Either you can give up, or you can start over. ______________
9. She went to California last summer for her vacation. ______________
10. They are dancing and having a great time. ______________

Practice B Identifying the Four Structures of Sentences

Read the sentences below. Then, circle the structure of each sentence from the choices provided.

Example:	She asked the question that we feared she would ask.	compound	complex
Answer:	She asked the question that we feared she would ask.	compound	(complex)
1.	If you keep trying, I believe you will succeed.	simple	complex
2.	The rain was pouring down as I walked to school.	complex	compound
3.	Normally I walk to school, but I decided to take the bus because it was raining.	compound-complex	compound
4.	Either choice will be a good one.	compound	simple
5.	While I talked, she took a nap.	simple	complex

Writing and Speaking Application

Write three sentences and identify which structure is used in each. Then, read your sentences to a partner. Your partner should listen for and identify the structure of each sentence. Then, switch roles with your partner.

Name ______________________________ Date ____________________

31 THE FOUR FUNCTIONS OF A SENTENCE

Sentences can be classified according to what they do—that is, whether they state ideas, ask questions, give orders, or express strong emotions.

Declarative: states an idea; ends with a period	Jacob sings in a choir.
Interrogative: asks a question; ends with a question mark	In which state is Topeka?
Imperative: gives commands or directions; ends with a period or exclamation mark	Set the timer on the stove. Watch your step!
Exclamatory: conveys strong emotions; ends with an exclamation mark	This is a mystery!

Practice A Punctuating the Four Types of Sentences

Read each sentence and identify its function, which is listed in parentheses. Then, add the correct end mark.

Example: Why did the committee request a meeting (interrogative)
Answer: Why did the committee request a meeting?

1. What a wonderful selection that was (exclamatory)
2. Put that down (imperative)
3. Some mushrooms grow on stumps (declarative)
4. What are your expectations (interrogative)
5. That was an uncommon sight (declarative)
6. That is an excellent idea (exclamatory)
7. Enter the information in your chart (imperative)
8. Dingoes are wild dogs (declarative)
9. Display parking permits on the windshield (imperative)
10. Can you name two aquatic insects (interrogative)

Practice B Identifying the Four Types of Sentences

Read each sentence. Then, on the line provided, label the sentence declarative, interrogative, imperative, exclamatory, *or* both imperative and exclamatory.

Example: Go to the top of the stairs and turn left.
Answer: imperative

1. The members of the committee all agreed. ____________________
2. Turn down the volume, please. ____________
3. That is certainly true! ____________
4. Did you know that raccoons are nocturnal? ____________________
5. Come inside immediately! ____________
6. Wheat, rice, and corn are cereal grasses. ____________________
7. The northern lights are a dazzling sight! ____________________
8. Which plants can live in arctic temperatures? ____________________
9. Giraffes feed on acacia tree leaves. ____________________
10. Notice the hooked bill on the flamingo. ____________________

Writing and Speaking Application

Write a short description of an interesting event. Include declarative, interrogative, imperative, and exclamatory sentences. Read your description to a partner. Your partner should listen for and identify each type of sentence. Then, switch roles with your partner.

Name ______________________________ Date ____________________

32 SENTENCE COMBINING

Combine sentences by forming compound subjects, verbs, or objects or by forming compound or complex sentences.

Compound object	Joanne carried a bag. Joanne carried two packages.	Joanne carried a bag and two packages.
Complex sentence	Angelo turned onto Park Street. Angelo parked the car.	After Angelo turned onto Park Street, he parked the car.

Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences

Read each sentence. Underline the compound subject, verb, or object.

Example: The committee proposed a new plan and discussed the details.
Answer: The committee proposed a new plan and discussed the details.

1. The hawksbill turtle lives in the sea and feeds on sponges.
2. Daffodils and crocuses are spring flowers.
3. Edgar Allan Poe wrote "The Black Cat" and "The Purloined Letter."
4. Langston Hughes and Sylvia Plath are famous poets.
5. Mars has a rocky core and a very thin atmosphere.
6. The waiter brought glasses of ice water and a basket of bread.
7. Angie appreciates literature and travel reviews.
8. Some authors write in metaphor and use symbolism.
9. Broccoli, cauliflower, and kale are part of the cabbage family.
10. After dinner, I explored my options and decided to attend a lecture.

Practice B Identifying Clauses in Compound and Complex Sentences

Read each sentence. Then, underline each clause in the sentence.

Example: If you don't mind, I will schedule the meeting for tomorrow.
Answer: If you don't mind, I will schedule the meeting for tomorrow.

1. Christopher slept until it was time to prepare dinner.
2. Danny did not turn off the grill, and it ran out of propane gas.
3. Liselle ate the asparagus, but she thought it was overcooked.
4. Hector has worn contacts since he was in eighth grade.
5. Although I have been there before, I don't remember how to get to the stadium.

Writing and Speaking Application

Write four sentences that relate to one another. Then, exchange papers with a partner. Your partner should combine these sentences and read the new sentences aloud. Then, switch roles with your partner.

Name ______________________ Date ______________

33 VARYING SENTENCE LENGTH

Vary your sentences to develop a rhythm, to achieve an effect, or to emphasize the connections between ideas.

Practice A Revising to Shorten Sentences

Read each sentence. Then, revise it by stating the ideas more directly.

Example: Our new television displays crisp images, and I appreciate those crisp images.
Answer: I appreciate the crisp images that our new television displays.

1. The oak has not lost its leaves yet, but all of the other trees have lost their leaves.

2. The peanut is not really a nut; botanically, it is in fact considered a legume like peas.

3. Many lives have been saved by seat belts because of mandatory seat-belt-use laws.

4. Most breeds of dogs shed a lot, but the standard poodle sheds very little.

5. Alan took his car through the carwash, but before he did that he filled it with gas.

Practice B Revising to Vary Sentence Length

Read the following paragraph. Make these revisions to vary sentence length: Shorten sentence 1; combine sentences 2 and 3, and 4 and 5; break up sentence 7.

Example: Rio de Janeiro is the former capital of Brazil. It's also the second largest city.
Answer: Rio de Janeiro is the second largest city and the former capital of Brazil.

(1) The harbor of Rio de Janeiro is a natural wonder, one of the Seven Natural Wonders of the World. (2) It is located at Rio de Janeiro, Brazil. (3) The harbor was created by erosion from the ocean. (4) Its name came from the Portuguese navigators who found the harbor in January 1502 and believed it was the mouth of a river. (5) The name means River of January. (6) There are many points from which to view the scenery that earned the harbor its status as a world wonder. (7) From the harbor, the panorama of surrounding mountains is amazing, and there are also views from the mountains, and they are equally stunning, with vistas of the harbor, the outlying islands, the city, and the tropical forests.

Writing and Speaking Application

Write a paragraph about a current event. Make sure to vary the sentence length. Find a partner and take turns reading your paragraphs aloud.

Name ______________________ Date ______________

34 VARYING SENTENCE BEGINNINGS

Vary sentences by starting them with nouns, adverbs, adverbial phrases, participial phrases, prepositional phrases, or infinitive phrases.

Infinitive phrase	To finish studying by noon was my expectation.
Adverb	Certainly, I expected to finish studying by noon.

Practice A Identifying Varied Sentence Beginnings

Read each sentence. Circle the sentence beginning. Then, on the line provided, identify the part of speech or type of phrase used to start the sentence.

Example: Trying to remain calm, Jan eased the car out of the muddy ditch.
Answer: Trying to remain calm, Jan eased the car out of the muddy ditch. participial phrase

1. Because of my concerns, I contacted consumer affairs. ______
2. To find the lost dog was her wish. ______
3. When required, Sean can do top-quality work. ______
4. Pleased with the results, Laura put the finishing touches on the portrait. ______
5. Between the buildings, the truck unloaded office supplies. ______
6. Society is less interactive due to technology. ______
7. Along the way, we saw a red-headed woodpecker and two blue jays. ______
8. Gratefully, Mrs. Castillo accepted help with the bags of groceries. ______

Practice B Writing Varied Sentence Beginnings

On each line provided, complete the sentence by adding a word or phrase, using the part of speech or type of phrase indicated in parentheses.

Example: ______, Allen drew a sketch of the speaker. (participial phrase)
Answer: Doodling on his notebook, Allen drew a sketch of the speaker.

1. ______ came in through the slanted blinds. (noun)
2. ______, the carpenter shaped the wood to fit the frame. (adverb)
3. ______, something large was moving. (prepositional phrase)
4. ______ lined the streets of the quaint village. (noun)
5. ______ was his ambition. (infinitive phrase)
6. ______, Sally relaxes and reads a book. (participial phrase)
7. ______, his workmanship was not the best. (adverb)
8. ______, the painting looked like a photograph. (adverbial phrase)

Writing and Speaking Application

Write a sentence that begins with a noun naming a classroom object. Read your sentence to a partner. Your partner should restate your sentence, beginning with a different part of speech or a different phrase. Try to come up with several variations of your sentence.

Name ______________________________ Date ____________________

35 USING INVERTED WORD ORDER

Word order in a sentence is *inverted* when the subject follows the verb.
Inverting word order is another way to make sentences more interesting. See the examples below.

Subject-verb order	A bunch of bananas sat in the bowl.
Verb-subject order	In the bowl sat a bunch of bananas.

Practice A Identifying Subjects and Verbs in Sentences

Read each sentence. Underline the verb and circle its subject. (Not all the sentences have an inverted word order.)

Example: Extraordinary were the efforts of the rescue team.
Answer: Extraordinary were (the efforts of the rescue team.)

1. To the bottom of a ditch slid the stretch limousine.
2. A pilot and several of the flight crew came down the ramp.
3. The parking attendant leaned out of the hut.
4. The news report about the UFO sighting appeared in all the headlines.
5. Located at the top of the screen is the Tools tab.
6. Down the slide went the frightened puppy.
7. Behind a stack of books was hidden the receipt that I needed.
8. Elegantly decorated cakes filled the bakery window.
9. Through the rain came the tow truck.
10. A committee of residents is organizing the Memorial Day parade.

Practice B Identifying Inverted Word Order in Sentences

Read each sentence. If the sentence uses traditional subject-verb word order, write S-V. *If it uses inverted verb-subject order, write* V-S.

Example: Strutting in the field is a turkey gobbler.
Answer: V-S

1. Wrestling over the football were some boys. ______
2. A pool of gravy covered the mashed potatoes. ______
3. Located in the park are two waterfalls. ______
4. The plates are above the dishwasher. ______
5. The early-morning swim was refreshing. ______
6. Around the hive flew a swarm of angry bees. ______
7. A magnolia tree blooms next to the pool. ______
8. Overtaking many lakes is the water hyacinth. ______
9. The Washington Monument is over there. ______
10. Entering the terminal are visitors from Iowa. ______

Writing and Speaking Application

Select four sentences from Practice A or Practice B that have traditional subject-verb word order. Rewrite the sentences, inverting the word order. Then, find a partner and take turns reading your sentences aloud.

Name ____________________ Date ____________

36 RECOGNIZING FRAGMENTS

A sentence fragment is an incomplete sentence.

A fragment is missing one or more elements of a complete sentence (subject, verb, proper punctuation). To correct a fragment, revise the punctuation, connect the fragment to the sentence before or after it, or add a sentence part.

Fragments	Completed Sentences
Jenny wants a digital camera. Like Gil's.	Jenny wants a digital camera like Gil's.
Confused about how to use the digital camera.	Confused about how to use the digital camera, Jenny read over the instructions.

Practice A Identifying Fragments

Read each item. If it is a fragment, write F *on the line provided. If it is a complete sentence, write* S.

Example: Trays stacked neatly on the shelf.
Answer: F

1. Construction begins in May. ________
2. Lettie discovered a virus on her computer. ________
3. Pushing the wheelbarrow toward the house. ________
4. The art gallery in Soho's historic district. ________
5. After striking an agreement, we shook hands. ________
6. Before the orchestra started playing. ________
7. The chart listed animals native to the Amazon. ________
8. Store onions and potatoes in a cool place. ________
9. The dentist who extracted my tooth. ________
10. Enrollment was down for the pottery classes. ________

Practice B Correcting Fragments

Read each fragment. Fill in the blank to form a complete sentence. Add punctuation as necessary.

Example: Because the poison ivy had spread ________.
Answer: Because the poison ivy had spread, he called the doctor.

1. The brown leather shoes ________ worn by Jared.
2. ________ proposed an alternate solution.
3. In the afternoon session about essay writing ________.
4. ________ was discovered inside the storage closet.
5. Taking classes at the university ________.
6. ________ to travel to a European country.
7. Interested in politics ________.
8. Thanks to a concerned citizen ________.
9. ________ that was pictured on the magazine cover.
10. ________ claims to have the lowest prices.

Writing and Speaking Application

In a group, take turns reading your sentences from Practice B aloud. Then, work independently to rewrite four of the sentences.

Name ______________________________ Date ________________

CHAPTER 16

37 AVOIDING RUN-ON SENTENCES

A run-on sentence is two or more sentences capitalized and punctuated as if they were a single sentence.

To correct a **run-on,** add punctuation and a conjunction or revise the wording of the sentence.

Run-on	Correction
The football game went into overtime they couldn't stay to watch.	The football game went into overtime**, but** they couldn't stay to watch.

Practice A Revising to Eliminate Run-ons

Read each item. Correct the run-on by adding a semicolon or a comma and a coordinating conjunction as appropriate.

Example: Dean agreed to help paint posters, he would rather help hang them.
Answer: Dean agreed to help paint posters, but he would rather help hang them.

1. Mia suggested some fundraisers for example the art club might sell original artwork.
2. I read *Touching Spirit Bear* it is a book about a troubled teen who is reformed.
3. I usually eat a sizable dinner this week I haven't had much of an appetite.
4. Adriane writes for the school newspaper, she is always looking for a good story.
5. My mother is baking a pan of lasagna you are welcome to join us for dinner.
6. There are many types of floating flowers, I saw one flower that was six feet across.
7. The local convenience store is handy its selection is relatively limited.

Practice B Rewriting to Eliminate Run-ons

Read each item. Correct the run-on by rewriting it.

Example: Karen purchased the microwave it was displayed on the bottom shelf.
Answer: Karen purchased the microwave that was displayed on the bottom shelf.

1. The ears on a Siamese cat look very large it has a triangular face.

   ____

2. I held my finger still, my mother removed the splinter of wood.

   ____

3. The roads were very icy, I drove slowly and with great caution.

   ____

4. George made all the arrangements, he wanted everything to be perfect.

   ____

5. Ben thought we had forgotten his birthday, we appeared with a cake and gifts.

   ____

Writing and Speaking Application

Say three sentence fragments to a partner. Your partner should turn each fragment into a complete sentence and write it down. Then, switch roles with your partner. Trade papers and make sure that the sentences are correctly punctuated.

Name ______________________________ Date ____________________

CHAPTER 16

38 RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the word it modifies and appears to modify the wrong word or words.

Correct a misplaced modifier by moving it closer to the word it modifies. See the example below.

Misplaced Modifier	Correction
A man walked by the store talking loudly.	A man, talking loudly, walked by the store.

Practice A Identifying Misplaced Modifiers

Read each sentence. Underline the misplaced modifier and circle the modified word(s).

Example: Cindy talked on the phone drinking tea.
Answer: (Cindy) talked on the phone <u>drinking tea</u>.

1. The woman was singing her favorite song in a bathrobe.
2. Tina told me that it was too cold to go skiing during dinner.
3. Covered with mold, he threw the loaf of bread in the garbage.
4. Kayla noticed a delivery truck pull into her driveway while washing dishes.
5. Hakim placed the essays in a manila folder that the class had written.
6. Javier posted the note on the refrigerator that his teacher had sent.
7. Bouncing from player to player, the coach watched the basketball.
8. Pasha wrote a report about the Adirondack Mountains using her laptop.

Practice B Correcting Misplaced Modifiers

Read each sentence. Then, rewrite it, putting the misplaced modifier closer to the word(s) it should modify.

Example: Aunt Shelly delivered a gift to my parents wrapped in silver paper.
Answer: <u>Aunt Shelly delivered a gift wrapped in silver paper to my parents.</u>

1. The midshipman boarded the aircraft carrier with blue eyes.

   ____

2. He moved all the mulch off of the driveway using a rusty shovel.

   ____

3. The kids walked to the parking lot after seeing a movie eating popcorn.

   ____

4. Elias made several phone calls about his computer pacing.

   ____

5. Chopping carrots, the dog wagged its tail and barked at my mother.

   ____

Writing and Speaking Application

Write four sentences describing a scene in a movie. Use modifiers in your sentences. Trade papers with a partner. Your partner should name the modifiers in your description and tell whether they are correctly placed. Then, switch roles with your partner.

Name ______________________________ Date ____________________

39 RECOGNIZING DANGLING MODIFIERS

A dangling modifier seems to modify the wrong word or no word at all because the word it should modify has been omitted from the sentence.

Correct a dangling modifier by adding missing words and making other needed changes. Look at the example below and ask, *Who is registering?* Is the word in the sentence on the left? Is it in the sentence on the right?

Dangling Modifier	Correction
Registering at the door, a higher price will be paid.	Registering at the door, **participants** will pay a higher price.

Practice A Identifying Dangling Modifiers

Read each pair of sentences. Put a check mark next to the sentence that does not have a dangling modifier.

Example: a. While turning on the radio, the volume was too loud. ______
Answer: b. While turning on the radio, I made the volume too loud. ✓

1. a. After running the bake sale, there was enough to buy a new computer. ______
   b. After running the bake sale, we made enough to buy a new computer. ______
2. a. To reserve a ticket, we had to wait in a long line, which was boring. ______
   b. To reserve a ticket, waiting in a long line was boring. ______
3. a. Born in Alaska, Georgia was too warm and humid. ______
   b. Born in Alaska, I found Georgia was too warm and humid. ______
4. a. After working in the hot sun, the lemonade tasted great. ______
   b. After I worked in the hot sun, the lemonade tasted great. ______

Practice B Correcting Dangling Modifiers

Read each sentence. Then, rewrite it correcting any dangling modifiers by rearranging the words in the sentence and/or supplying missing words or ideas.

Example: Peeking around the corner, everyone is working on the assignment.
Answer: Peeking around the corner, I see everyone working on the assignment.

1. Sitting near the fireplace, the warmth was comforting.

   ____

2. To answer the phone, the green button must be pressed.

   ____

3. After sitting down, the interview started.

   ____

4. Cooking pasta, the water boiled over

   ____

Writing and Speaking Application

Write a sentence that contains a dangling modifier. Model your sentence on one of the incorrect sentences in Practice B. Rewrite the sentence to correct the dangling modifier, and read both sentences to a partner. Your partner should identify which sentence is incorrect. Then, switch roles with your partner.

Name ______________________________ Date ______________________

CHAPTER 16

40 RECOGNIZING THE CORRECT USE OF PARALLELISM

Parallelism involves presenting equal ideas in words, phrases, clauses, or sentences of similar types.

Parallel words	The alleyway was **narrow, cluttered,** and **deserted.**
Parallel phrases	It was **behind the diner** and **around the corner from the hospital.**
Parallel clauses	That diner makes the famous sandwiches **that I mentioned** and **that the hospital employees order often.**
Parallel sentences	**I must order a sandwich. I simply must order one.**

Practice A Identifying Parallel Grammatical Structures

Read each sentence. Underline the parallel words, phrases, or clauses.

Example: The photograph of the waterfalls is out of focus and dark.
Answer: The photograph of the waterfalls is <u>out of focus</u> and <u>dark</u>.

1. Catawba, cantaloupe, and honeydew are all types of melons.
2. Some students attended both the pep rally and the football game.
3. After dinner I will write my essay and revise it.
4. My jacket has a hood, sheepskin lining, and black buttons.
5. Benji drove down the street where Deek lives and where Alena plays soccer.
6. Artemis attends a local university; Harvey goes to a college in Ohio.
7. Gary dropped off a bag of fresh tomatoes, and Dad used a couple in our salad.
8. To wash the car, I need the hose, a rag, and a bucket of soapy water.
9. Shana wants to learn a foreign language and to travel abroad.
10. Megan not only chopped the logs but also stacked them.

Practice B Recognizing Parallel Grammatical Structures

Read each item. Match the item on the left with the words on the right that best complete each sentence, using parallel structure. The first sentence has been completed for you.

__E__ 1. After school, Edith attends play rehearsal	A. and to learn to chop a brick in two.
_____ 2. John enjoys boating	B. but also the best pumpkin pie.
_____ 3. My mother makes not only the best bread	C. and I never will.
_____ 4. Jason hopes to study karate	D. and that everyone should own one.
_____ 5. Julie feels that cats are the best pets	E. and practices her flute.
_____ 6. I never thought it possible,	F. and water-skiing.

Writing and Speaking Application

Write four sentences with parallel ideas. Trade papers with a partner. Your partner should underline the parallel ideas. Take turns reading the sentences aloud.

Name ______________________________ Date ______________

41 CORRECTING FAULTY PARALLELISM

Faulty parallelism occurs when a writer uses unequal grammatical structures to express related ideas.

Nonparallel words	Rhoda likes **hiking**, **running,** and **to ski.**
Nonparallel phrases	Harry is trying **to outrun Jim** and **kicking the ball into the net.**
Nonparallel clauses	I'm afraid **that it will rain**, **that it will snow**, or **hail will come down.**

Practice A Identifying Faulty Parallelism

Read each sentence. Decide if the underlined words are parallel. Write P *for* parallel *and* NP *for* not parallel.

Example: I have instructions to store the tools in the shed and bringing out the mower.
Answer: NP

1. The new shopping center has two restaurants and there is a grocery store. ________
2. To buy some bait and then to bait a hook is my plan. ________
3. Do you want to take a train or driving when we go on vacation? ________
4. Donna likes to live in the city but doesn't like to take the subway. ________
5. The still life that I saw at the exhibit and that Terrance painted is beautiful. ________
6. Edgardo plans to ride the bus on Monday and walking the rest of the week. ________
7. Ty picked pears from the tree that I bought and Dad planted ten years ago. ________
8. The plan on the Fourth of July is to eat barbecue and watching fireworks. ________
9. The library has areas for studying and comfortable chairs. ________
10. First waking up late and then to run out of hot water—what a bad morning! ________

Practice B Revising to Eliminate Faulty Parallelism

Read each sentence. Then, on the line provided, revise the underlined word or words to correct any faulty parallelism.

Example: The incident was reported by major newspapers and newspapers that are small and local.
Answer: small, local newspapers

1. I'd like the opportunity being an intern and to gain work experience. ________
2. We need to stop for gas and picking up groceries on our way home. ________
3. This shirt is both warm and it's stylish. ________
4. Cody bought the comical hat that we saw advertised and made you laugh. ________
5. The greatest achievement is to find happiness and then keeping it. ________

Writing and Speaking Application

Write four sentences with parallel ideas. Trade papers with a partner. You and your partner should check for correct use of parallelism. Take turns reading the sentences aloud.

Name ______________________________ Date ____________________

42 CORRECTING FAULTY PARALLELISM IN A SERIES

Faulty parallelism in a series occurs when a writer lists items or ideas with unequal grammatical structures.

Nonparallel structure	Correction
My mother likes to stir-fry, to grill, or **steaming** vegetables.	My mother likes to stir-fry, to grill, or **to steam** vegetables.
Kelly **not only ran** the sale but the dance, too."	"Kelly **ran not only** the sale but the dance, too."

Show that you can recognize and correct faulty parallelism in a series by completing the following exercises.

Practice A Identifying Faulty Parallelism in a Series

Read each sentence. Underline the words in the series that are not parallel with the other words.

Example: To add flair to a salad, toss in chopped nuts, diced fruit, or shred cheese.
Answer: To add flair to a salad, toss in chopped nuts, diced fruit, or shred cheese.

1. Kirsten saves greeting cards, movie-ticket stubs, and she keeps menus from restaurants.
2. Jessica expects that the musical will be lively, entertaining, and will have humor.
3. Some people think that the new theater is too big, too remote, and it won't get enough business.
4. Tyler's older brother is handsome, quite tall, and has a muscular build.
5. To shop wisely, you should make a list, stick to it, and sale products should be bought.
6. I have a cockatiel and an African gray parrot is also my pet.
7. Would you rather watch TV, take a walk in the park, or to play checkers?
8. Mattie not only recorded the principal's speech but also the honor ceremony.
9. Your duties include stocking shelves, to sweep the floors, and taking out the trash.
10. Presenting the awards were local politicians, the school's officials, and our coach.

Practice B Revising to Eliminate Faulty Parallelism in a Series

Read each sentence. Then, rewrite it to correct any nonparallel structures.

Example: Before you lock the doors, turn on the outside lights and the alarm must be set.
Answer: Before you lock the doors, turn on the outside lights and set the alarm.

1. The lodgings not only were comfortable but also tidy.

____

2. The toddler was crying, screaming, and kicked the floor.

____

3. Samuel both enjoyed the meal and the company.

____

4. The hallways were noisy, dimly lit, and narrowing.

____

5. I see that we need milk, and bread should also be bought.

____

Writing and Speaking Application

Write four sentences that have a parallel series. Trade papers with a partner. Your partner should check for correct parallelism. Take turns reading the sentences aloud.

Name ______________________________ Date ______________

43 CORRECTING FAULTY PARALLELISM IN COMPARISONS

Faulty parallelism occurs when a writer uses nonparallel words, phrases, or clauses in comparisons.

In making comparisons, writers generally should compare a phrase with the same type of phrase, and a clause with the same type of clause.

Nonparallel Structure	Correction
Many teens prefer texting to **a phone conversation.**	Many teens prefer texting to **talking on the phone.**

Practice A Identifying Faulty Parallelism in a Comparison

Read each pair of sentences. Put a check mark next to the sentence with correct parallelism in a comparison.

Example: a. Shelby prefers music to taking drama. ______
Answer: b. Shelby prefers music to drama. ___✓___

1. a. I prefer salad to pasta. ______
   b. I prefer salad to eating pasta ______
2. a. My parents buy vegetables at the farmer's market rather than buying them at the grocery store. ______
   b. My parents buy vegetables at the farmer's market rather than at the grocery store. ______
3. a. I like watching movies more than seeing plays. ______
   b. I like watching movies more than going to see plays. ______
4. a. Amy did her research at the library instead of working at home. ______
   b. Amy did her research at the library instead of at home. ______
5. a. Austin prefers reading a book to listening to a book on CD. ______
   b. Austin prefers reading a book to a book you listen to on CD. ______

Practice B Revising to Eliminate Faulty Parallelism in a Comparison

Read each sentence. Then, rewrite it to correct any faulty parallelism.

Example: Sophie swims the breast stroke as well as she can do the butterfly.
Answer: Sophie swims the breast stroke as well as she does the butterfly.

1. Melissa prefers sparkling water to drinking lemonade.

   ____

2. Ashley chose a table instead of sitting in a booth.

   ____

3. We think shopping online is better than at the mall.

   ____

4. He wrote more about being a fisherman than his time as a carpenter.

   ____

Writing and Speaking Application

Using parallel comparisons, write a paragraph about a comical event. Read the paragraph to a group. The group members should point out and correct any faulty parallelism.

Name ______________________________ Date ____________________

44 RECOGNIZING FAULTY COORDINATION

When two or more independent clauses of unequal importance are joined by *and* or other coordinating conjunctions, the result can be faulty coordination.

Faulty Coordination	Jessie didn't answer when I called, and she was on the other line.
Correct Coordination	Jessie didn't answer when I called because she was on the other line.

Practice A Recognizing Correct Subordination and Coordination

Read each item. Match the item on the left with the words on the right that best complete the sentence, using correct coordination or subordination. The first sentence has been completed for you.

__B__ **1.** Even though Jude was busy,

_____ **2.** After he caught the pass,

_____ **3.** Smiling broadly,

_____ **4.** Heidi offered to give us a ride,

_____ **5.** Nathan pushed the car

_____ **6.** I wanted to wear my purple shirt,

A. Deek scored a touchdown.

B. she took time to talk to me.

C. Candida greeted her friends at the door.

D. but it's in the laundry.

E. while Timo steered it off the road.

F. and we accepted her offer.

Practice B Recognizing Faulty Coordination

Read each sentence. If it has faulty coordination, write FC. *If it does not have faulty coordination, then write* correct.

Example: Frank is leaving now, and he has several other obligations this evening.
Answer: FC

1. My uncle teaches at the high school, and it is down the road. __________

2. A storm came through earlier, and branches were scattered all over the yard. __________

3. We try not to disturb the robins, and they are nesting on our patio. __________

4. Connie enjoyed the dinosaur exhibit even though she didn't see everything. __________

5. My cousins and I don't see each other often, and they live in another state. __________

6. The leaves on the peace lily were yellow and wilted, so I watered it. __________

7. Ross pulled up the blinds, and he wanted to see what was clanging outside. __________

8. We saw Bridal Veil Falls, which are on the American side of Niagara Falls. __________

9. Ms. Nidel attends our church, and she lives two houses up the street from us. __________

10. I have always loved cats and dogs, and I am highly allergic to them. __________

Writing and Speaking Application

Take turns with a partner reading aloud the sentences from Practice B. Then, choose and write four sentences with faulty coordination from Practice B. Trade papers with your partner. You and your partner should rewrite the sentences to correct the faulty coordination.

Name ______________________________ Date ______________

45 CORRECTING FAULTY COORDINATION

Faulty coordination is caused by an unclear relationship between clauses and can be corrected by making the relationship between those clauses clear.

Faulty coordination	The tundra is a unique habitat, and it has many interesting plants.
Divided into two sentences	The tundra is a unique habitat. Many interesting plants grow there.
Subordinate a Clause	The tundra is a unique habitat where many interesting plants grow.
Clause changed to phrase	The tundra, a unique habitat, has many interesting plants.

Practice A Revising to Eliminate Faulty Coordination

Read each sentence. Then, show how you would begin to create two sentences to correct the faulty coordination by drawing a line where the first sentence would end.

Example: Eric wrote an article about holidays, and I like Arbor Day
Answer: Eric wrote an article about holidays,|and I like Arbor Day

1. My mother spent hours grilling spareribs, and there are guests coming to dinner.
2. Juliana's stories are always funny, and she has a good sense of humor.
3. The dog ate my homework, and I left it on the table.
4. Students may choose the session that they want to attend, and the first one is today.
5. Sam is at the front door, and the back door has no doorbell.

Practice B Eliminating Faulty Coordination

Read each sentence. Then, rewrite it, changing the less important idea into a subordinate phrase or clause.

Example: Tessa does an Italian dance and it is called the tarantella.
Answer: Tessa does an Italian dance called the tarantella.

1. Tula announced her engagement, and it was during a family gathering. ______________
2. Gus turned on the Weather Channel, and he was anxious to hear the forecast. ______________
3. Snow fell onto the branches of the hemlock, and it snowed big, fluffy clumps. ______________
4. Uncle Cliff will take a taxi to our house, and he just arrived at the airport. ______________
5. The reporter interviewed the shop owners, and they were affected by the construction. ______________
6. Mr. Berg read the newspaper, and he was looking for articles about the election. ______________
7. Lucille Clifton wrote "Fury," and she is the poet whom we read about last week. ______________
8. The boardwalk is closed for repairs until next year, and we rode motor scooters there. ______________

Writing and Speaking Application

Choose four sentences from Practice B. Correct the faulty coordination by rewriting each sentence as two separate sentences. Trade papers with a partner and check each other's work. Then, take turns reading the revised sentences aloud.

Name ______________________ Date ______________

46 THE SIX VERB TENSES

There are six tenses that indicate when an action or a condition of a verb is, was, or will be in effect.

Present	I know	**Present perfect**	I have known
Past	I knew	**Past perfect**	I had known
Future	I will know	**Future perfect**	I will have known

Practice A Identifying Verb Tenses

Read each sentence. Write the tense (present, past, future, present perfect, past perfect, or future perfect) of the underlined verb or verbs in the sentence.

Example: Joy had completed all of her math requirements by the time she was a senior.
Answer: past perfect, past

1. Cruz checked off each item on the list as he threw it into the shopping cart. ______
2. Tanya will compare the results after she enters the rest of the data. ______
3. Once Anita had sliced the onions, she arranged them on a plate. ______
4. Jake will have tried every entree on the menu if he orders the shrimp. ______
5. I will see Seneca when she comes home at five. ______
6. My mother has competed in a local marathon every year in the last decade. ______
7. Rita had written down the wrong time, so she missed the meeting. ______
8. So far, I have found only two words in your essay that are misspelled. ______
9. Kelly drives an old car that her uncle gave her. ______
10. Mary Lou is home sick, so I will give our presentation without her. ______

Practice B Revising Verb Tenses

Read each sentence. Then, on the line provided, rewrite the underlined verb, using the verb tense indicated in parentheses.

Example: Lizzy practiced taking foul shots to improve her skill. (present perfect)
Answer: has practiced

1. Lacey turned in her homework assignment a day before it was due. (past perfect) ______
2. My brother traveled home from college by bus for semester breaks. (present) ______
3. Brooke completed the graph before the beginning of class. (future perfect) ______
4. Your determination to achieve your goals impresses me. (past) ______
5. This grading period ends at the end of next week. (future) ______

Writing and Speaking Application

Write a paragraph about a recent holiday. Use all six verb tenses in your paragraph. Then, find a partner and take turns reading your paragraphs aloud.

Name ______________________ Date ______________

CHAPTER 17

47 THE FOUR PRINCIPAL PARTS OF VERBS

A verb has four principal parts: the present, the present participle, the past, and the past participle.

The chart below shows the principal parts of the verb *drive*.

Present	Present Participle	Past	Past Participle
drive	driving	drove	(have) driven

Practice A Recognizing the Four Principal Parts of Verbs

Read each set of words. Find the verb that is in the form indicated in parentheses. Write the verb and its present tense.

Example: inspire, illustrated, catching (present participle)
Answer: catching; catch

1. scoop, swimming, judged (past) ______
2. crumbling, (have) suggested, commute (present participle) ______
3. understanding, contrast, bluffed (past) ______
4. allow, gathering, questioned (past) ______
5. attempting, (have) supported, waste (past participle) ______
6. produce, emerging, (have) welcomed (past participle) ______
7. prowl, absorbing, occurred (present participle) ______
8. screech, wrapping, (have) identified (past participle) ______
9. receiving, (have) advised, accept (present participle) ______
10. fluttered, improving, predict (present participle) ______

Practice B Identifying the Four Principal Parts of Verbs

Read each sentence. Then, on the line provided, rewrite the underlined verb, using the verb tense indicated in parentheses. (For participles, choose one of the various options.)

Example: Mr. Crane is recording the student presentations. (past)
Answer: recorded

1. The copperhead snake slithered toward the rock ledge. (present) ______
2. The receptionist greets the customers with a smile. (present participle) ______
3. The cement truck is pouring concrete into wooden frames. (past) ______
4. Concerned, the doctor ordered an X-ray of my sister's knee. (past participle) ______
5. The lifeguards have closed the beach because of an incoming storm. (past) ______
6. The chipmunks were chasing each other along the split-rail fence. (present) ______
7. The students debated about the changes in the school dress code. (past participle) ______
8. My grandparents have driven through every state in the country. (present participle) ______
9. Billy is helping Mom take groceries into the house before dinner. (past) ______
10. The community center has installed big-screen TVs in the game room. (present participle) ______

Writing and Speaking Application

Write a paragraph describing an activity. Then, trade papers with a partner. Your partner should replace the principal parts of five verbs. Take turns reading the paragraphs aloud.

Name ______________________________ Date ______________________

CHAPTER 17

48 REGULAR AND IRREGULAR VERBS

Regular verbs form the past and past participle by adding -*ed* or -*d* to the present form. Irregular verbs do not use a predictable pattern to form their past and past participles.
The chart below shows the principal parts of the regular verbs *feature*, *signal*, and *wrap*.

	Regular Verbs	Regular Verbs	Regular Verbs	Irregular Verbs	Irregular Verbs	Irregular Verbs
Present	feature	signal	wrap	run	choose	see
Past	featured	signaled	wrapped	ran	chose	saw
Past participle	(have) featured	(have) signaled	(have) wrapped	(have) run	(have) chosen	(have) seen

Practice A Matching Present and Past Forms of Irregular Verbs

Read each item. Match the present form of the verb on the left with the past form of the verb on the right. The first item has been completed for you.

__F__ **1.** sleep **A.** wrote
____ **2.** forgive **B.** caught
____ **3.** write **C.** forgave
____ **4.** hide **D.** rode
____ **5.** make **E.** hid
____ **6.** pay **F.** slept
____ **7.** ride **G.** made
____ **8.** bite **H.** bit
____ **9.** buy **I.** bought
____ **10.** catch **J.** paid

Practice B Recognizing Principal Parts of Verbs in Sentences

Read each sentence. Then, write the principal part of a verb that makes sense in the sentence.

Example: Angelo ______ his collection of baseball cards online.
Answer: sold

1. Maya __________ the car door when she realized the keys were inside.

2. I am __________ a surround-sound speaker system in our family room.

3. Mrs. Jacobs __________ Adele that her paper is missing a title page.

4. That helicopter __________ over the house several times in the last hour.

5. Denise and I have __________ each other since we were toddlers.

Writing and Speaking Application

With a partner, take turns saying sentences with irregular verbs. Your partner should listen for and identify the forms of the verbs that you use and then write four sentences using those verbs. Then, switch roles.

Name ______________________ Date ______________

49 VERB CONJUGATION

A conjugation is a complete list of the singular and plural forms of a verb in a particular tense. Use three principal parts—the present, the past, and the past participle—to give all six of the basic forms. Use the present participle to conjugate the progressive tense.

Practice A Writing Basic Forms of Verbs

Read each item. Then, write the verb and form indicated in parentheses.

Example: we ________ (fall, past perfect)
Answer: had fallen

1. I ____________ (design, past)
2. he____________ (draw, present)
3. they ____________ (teach, past perfect)
4. you ____________ (create, future)
5. we ____________ (write, present perfect)
6. they ____________ (cost, past perfect)
7. he ____________ (miss, present)
8. we ____________ (spend, past)
9. it ____________ (be, future perfect)
10. you ____________ (speak, present perfect)

Practice B Writing Progressive Forms of Verbs

Read each sentence. Then, rewrite it, using the progressive form of the verb that is indicated in parentheses.

Example: We walk. (future perfect progressive)
Answer: We will have been walking.

1. We listen. (present perfect progressive) ____________
2. I dream. (past progressive) ____________
3. They prepare. (future progressive) ____________
4. She enjoys lunch. (present progressive) ____________
5. You leap. (past progressive) ____________
6. We travel. (present perfect progressive) ____________
7. It stops. (future perfect progressive) ____________
8. You skate. (past perfect progressive) ____________
9. He buys. (past progressive) ____________
10. They exercise. (present perfect progressive) ____________

Writing and Speaking Application

With a group, conjugate the basic forms of four verbs from Practice A. Then, work independently to write a paragraph using verbs in both basic and progressive forms.

Name ______________________________ Date ____________________

50 PRESENT, PAST, AND FUTURE TENSE

The basic, progressive, and emphatic forms of the six tenses show time within one of three general categories: present, past, and future.

Present	I listen, I am listening, I do listen
Past	I listened, I have listened, I had listened, I was listening, I have been listening, I had been listening, I did listen
Future	I will listen, I will have listened, I will be listening, I will have been listening

Practice A Identifying Tense in Present, Past, and Future

Read each sentence. Then, on the line provided, write the form of the verb underlined in the sentence.

Example: Miriam will have forgotten by the time she gets home.
Answer: future perfect

1. The boss was training Juan to use the forklift. ____________
2. Harriet did recognize your efforts to help. ____________
3. Dimitri has been studying since breakfast. ____________
4. Elise is attempting to figure out the problem. ____________
5. The students applauded their efforts. ____________
6. Jacob will be arriving by train in two hours. ____________
7. The president will introduce the speaker soon. ____________
8. Kimberly does intend to increase her donation. ____________
9. The owner had permitted us to pick berries. ____________
10. The house appears to have been abandoned. ____________

Practice B Supplying Verbs in Present, Past, and Future Time

Read each sentence. Then, on the line provided, complete the sentence, using the verb and form indicated in parentheses.

Example: I ________ mounting strips for the posters next week. (buy, future progressive)
Answer: I will be buying mounting strips for the posters next week.

1. Craig ____________ at the gas station on the way over. (stop, past emphatic)
2. Nadine ____________ dinner by now. (finish, future perfect)
3. The tire ____________ flat by the time I noticed it. (go, past perfect)
4. Those books ____________ on the mahogany bookshelf. (belong, present emphatic)
5. I ____________ you to Carmen's house. (follow, future progressive)
6. The wind ____________ all night long. (howl, past progressive)

Writing and Speaking Application

Take turns with a partner. Tell a story that begins in the past and ends in the future. Write four sentences using verbs in past, present, and future tense from your partner's story.

Name ______________________________ Date ____________________

51 SEQUENCE OF TENSES

When a sentence has more than one verb, the sequence of tenses in those verbs must be consistent with the time order in which events happen in the sentence.

See the examples below.

I **went** to the grocery store today, and I **bought** a gallon of milk.
I **put** the milk in the car, and then I **drove** home.

Practice A Identifying Time Sequence in Sentences With More Than One Verb

Read each sentence. Then, write the verb of the event that happens second in the sentence.

Example: Lou will help you with your assignment if you will meet him in the library.
Answer: will help

1. I looked up and saw my brother standing over me. ____________
2. Sal told me that Mr. Bosco will be arriving soon. ____________
3. Dana added the vegetable oil after she measured it. ____________
4. I wanted to attend the concert until I noticed the ticket price. ____________
5. I have missed my best friend since she moved away. ____________
6. Carol realized that she had forgotten her book in her locker. ____________
7. Lisa called and asked for a ride home from work. ____________
8. Please call the doctor's office and schedule an appointment. ____________
9. We ran out of time, so we decided to go to the mall tomorrow. ____________
10. Hank was upset that he had missed a call from his grandparents. ____________

Practice B Correcting Errors in Tense Sequence

Read each sentence. Then, on the line provided, rewrite the underlined verb to correct the error in tense sequence.

Example: Sally walks into the classroom and set down her purse.
Answer: sets

1. The rosebush blooms, and the flowers gave off a delicate, spicy scent. ____________
2. The glass slips out of Janice's hand and hit the floor with a crash. ____________
3. Jimmy looked out the door and spies a squirrel sitting on the steps. ____________
4. After we arrived at the campground, we will check in at the office. ____________
5. Jenny puts a stamp on the envelope and placed it in the mailbox. ____________

Writing and Speaking Application

Write four sentences with correct tense sequence about a recent news story. Then, read the sentences to a partner. Your partner should listen for and identify the sequence of events in your sentences, correcting your verbs if necessary. Then, switch roles.

Name ____ Date ______________________

52 SIMULTANEOUS EVENTS

Simultaneous events are events that happen at the same time.

In present time	Listening to the song, she **hums** along with the tune.
In past time	Listening to the song, she **hummed** along with the tune.
In future time	Listening to the song, she **will hum** along with the tune.

Practice A Identifying Simultaneous Events in Sentences

Read each sentence. Underline the verb forms that indicate simultaneous events in the sentence.

Example: Hearing the subway trains roaring by, Julio patiently waits in line.
Answer: Hearing the subway trains roaring by, Julio patiently waits in line.

1. When Joanne does aerobics, she listens to the news.
2. I know that Troy is visiting his cousins.
3. While Angie gathered her hair into a ponytail, she looked for something to hold it.
4. They paid attention as the instructor explained the lesson.
5. The end of summer vacation is approaching, and I feel a bit sad.
6. When my favorite song is on the radio, I always sing along.
7. Christopher was carrying a bag of gifts as he strolled down the hallway to the celebration.
8. As the announcements came over the loudspeaker, Danny hurried to his locker.
9. While the preview clips played at the theater, Paige went to buy refreshments.
10. When Lacey revised her essay, she used a red pen and correction fluid.

Practice B Completing Sentences About Simultaneous Events

Read each sentence. Then, using the line provided, complete the sentence by adding a verb to indicate a simultaneous event.

Example: Dean __________ a part-time job and saves money to pay for his car insurance.
Answer: has

1. When I ______________________________ a final goodbye to a friend who is moving, I cry.
2. While Devon talked on the phone, he ______________________________ ball with his dog.
3. Stanley plays with his keys or jingles coins when he ______________________________ impatient.
4. As the sun slowly ______________________________ on the horizon, the lights of the city came on one by one.
5. I watched Pamela as she ______________________________ up the path to the picnic table.

Writing and Speaking Application

Write four sentences to read to a partner about a recent experience. Each sentence should mention two simultaneous events. Your partner should listen for and identify the verbs and correct any errors in tense. Then, switch roles with your partner.

Name ______________________ Date ______________

CHAPTER 17

53 SEQUENTIAL EVENTS

Sequential events are chronological—an initial event is followed by one or more events.

In present time	After she **hears** the song, she **memorizes** the lyrics.
In past time	After she **heard** the song, she **memorized** the lyrics.
Spanning past and future time	After she **has heard** the song, she **will memorize** the lyrics.

Practice A Identifying Sequential Events in Sentences

Read each sentence. Then, write the verb of the event that happens first in the sentence.

Example: If you see Sharon, will you ask her to stop by my house on her way home?
Answer: see

1. Terrance felt energized after he ran this morning. ______
2. Henry noticed that a tree had fallen during last night's storm. ______
3. Rhoda bought a book about birds to help her identify the birds at her feeder. ______
4. Athena's parents saw her expression and knew that she liked their gift. ______
5. You can find the most gas-efficient route if you get directions online. ______
6. Ruth was wondering why John felt upset, so she asked him if he wanted to talk. ______
7. Donna opened the pantry and saw that something had spilled on the shelf. ______
8. I will call the number on the bottom of the ad and make an appointment. ______
9. After you eat lunch, put your dishes in the dishwasher and wipe the table. ______
10. As soon as I fix this flat tire, I will be ready to eat dinner. ______

Practice B Revising Sentences to Indicate Sequential Events

Read each sentence. Then, rewrite the sentence so that the events are sequential.

Example: While washing the car, Ed saw a lizard run into the garage.
Answer: Before he washed the car, Ed saw a lizard run into the garage.

1. Singing, Karen left the room. ______
2. As the rain stopped, the sun came out. ______
3. Jumping on my lap, Lucky was whimpering. ______
4. Ed filled the bucket while I got the mop. ______
5. Hart ate a sandwich while he was studying. ______

Writing and Speaking Application

Write three sentences that follow the pattern *If I* ______, *then I* ______. Read them to a partner, who will tell if the sequence makes sense. Then, switch roles with your partner.

Name ______________________________ Date ____________________

CHAPTER 17

54 MODIFIERS THAT HELP CLARIFY TENSE

Adverbs and adverbial phrases can clarify the time expressed by a verb. Compare the sentences in the examples below.

Adverbs	Ralph washes his car **weekly.** Nate washes his car **monthly.**
Adverbial phrases	Al walks to school **every day.** Al jogs in the park **twice a week.**

Practice A Identifying Modifiers That Help Clarify Tense

Read each sentence. Then, underline the modifier that helps clarify the verb tense.

Example: Judith's cat had kittens this morning.
Answer: Judith's cat had kittens <u>this morning</u>.

1. This evening, we are going to a fireworks display.
2. Suddenly, the lights flickered and then went out.
3. We eat dinner together as a family daily.
4. Once in a while, I make a bowl of hot cereal.
5. Never do I miss an opportunity to go golfing.
6. I always drink water with my meals.
7. By next week, I will have saved enough money to buy a new pair of boots.
8. My brother texts me often with updates about what he's doing at college.
9. Diane occasionally invites me to go out for brunch on Saturday.
10. Every evening, I watch police mysteries, and then I can't sleep.

Practice B Recognizing Modifiers That Help Clarify Tense

Read each sentence. Then, choose from the box the modifier that best clarifies the verb tense in the sentence. The first item has been completed for you.

often	recently	rarely	every morning	within a month	after dark

1. Josie <u>rarely</u> forgets anyone's name.
2. The deer come out to feed ____________.
3. I take a long, hot shower ____________.
4. I ____________ misplace my keys.
5. She expects to have a new job ____________.
6. Sophia ____________ read that book.

Writing and Speaking Application

Write four sentences about events that took place in the past. Use modifiers to clarify tense. Then, change the modifiers and tell a partner about the events as if they will take place in the future. Your partner should listen for and identify the modifiers in your sentences. Then, switch roles.

Name ______________________ Date ______________

CHAPTER 17

55 USING THE SUBJUNCTIVE MOOD

The indicative mood states facts, opinions, and questions. (*She is late.*) The imperative mood gives orders or advice. (*Be on time.*) The subjunctive mood expresses doubt, wishes, possibility, or a condition contrary to fact.

In the present tense, third-person singular verbs in the subjunctive mood do not have the usual *-s* or *-es* ending. Also, the subjunctive mood of *be* in the present tense is *be;* in the past tense, it is *were*, regardless of the subject.

Imperative Mood	Subjunctive Mood
I **was** at the store.	If I **were** you, I would choose red.
Everyone **is prepared** for class.	The teacher asks that everyone **be prepared** for class.
He **delivers** his speech from the podium.	I suggested that he **deliver** his speech from the podium.

Practice A Identifying the Subjunctive Mood

With a partner, take turns reading each sentence aloud. Then, using the line provided, identify the mood of the underlined verb as, indicative, imperative, *or* subjunctive.

Example: The administrator prefers that no one skip this meeting.
Answer: subjunctive

1. Walk faster!
   ____
2. The charity asked us to donate used phones.
   ____
3. If the bank were open, I'd cash my check.
   ____
4. Greg suggests that she drive separately.
   ____
5. It is important to be home by three.
   ____
6. Do you recognize the girl in the corner?
   ____
7. If Dakota were here, he would know!
   ____
8. Pam wishes that she were here today.
   ____
9. Beth proposed that J.J. lead the meeting.
   ____
10. Walk the dog before you go to bed.
   ____

Practice B Recognizing Subjunctive Verbs

Read each sentence. Then, write the subjunctive verb on the line provided.

Example: If I were less annoyed, I might be more patient.
Answer: were

1. If Katina were to stop wasting time, we could finish the project and relax. ______________
2. If he isn't feeling better, Ronnie may suggest that Lee take his place. ______________
3. The director requested that the cast be assembled for a meeting in an hour. ______________
4. Jacqueline wished her brother were kinder to her. ______________
5. The local paper requires that letters to the editor be short and to the point. ______________

Writing and Speaking Application

Use the sentences in Practice B as a model to write several similar sentences. Trade papers with a partner. Your partner should point out each subjunctive verb and tell whether the verb is used to express a doubt, wish, or possibility.

Name ______________________ Date ______________

CHAPTER 17

56 AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD

Because certain auxiliary verbs (*could, would, should*) suggest conditions contrary to fact, they can often be used in place of the subjunctive mood.

See the example of an auxiliary verb that expresses the subjunctive mood below.

The subjunctive mood with a form of *be*	If Jared **were** here, he'd help me.
The subjunctive mood with an auxiliary verb	If Jared **could** be here, he'd help me.

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

Read each sentence. Then, on the line provided, write the word that expresses or substitutes for the subjunctive mood.

Example: If you would lend me your book, I would return it quickly.
Answer: would

1. Kyle would be helpful if he were not so distracted. ______
2. Your sister would stop complaining if you would help do the chores. ______
3. If we should need help piling the lumber, would you give us a hand? ______
4. You could go surfing if the ocean were not so calm. ______
5. If Jamaal could be more dependable, I would rely on him. ______

Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood

Read each sentence. Then, rewrite the sentence, using an auxiliary verb.

Example: The bikes could be stored in the garage if there were room.
Answer: The bikes could be stored in the garage if there should be room.

1. If I were to buy a new car, I'd buy a red sports car.
______
2. Mark would copy his notes for me if I were absent.
______
3. If I were to learn to golf, I'd be good at it. ______
4. If he were to arrive on time, I'd be shocked. ______
5. I'd see you if you were to stop by before I go to work.
______
6. We'd be hungry before dinner if we were to eat now.
______
7. If Coach were to schedule practice later, I could stay.
______
8. I would make more lemonade if he were still thirsty.
______

Writing and Speaking Application

Write a paragraph describing something that you wish would happen. Use auxiliary verbs as well as verbs in the subjunctive mood. With a partner, take turns reading your paragraphs aloud. Your partner should identify the auxiliary and subjunctive verbs in your description.

Name ______________________ Date ______________

57 ACTIVE AND PASSIVE VOICE

The voice of a verb shows whether or not the subject is performing the action.

Active voice shows that the subject is performing an action. **Passive voice** shows that the subject is having an action performed on it.

Active voice	Derek attended the surprise party.
Passive voice	The surprise party was attended by Derek.

Practice A Identifying Active and Passive Voice

Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV *for active voice and* PV *for passive voice.*

Example: Lindsay worked an eight-hour shift.
Answer: AV

1. The raccoon scampered into the woods. ____
2. The song was sung by Alicia. ____
3. The house was built by James. ____
4. Mrs. Steiner traveled to Spain. ____
5. Dante paced across the floor. ____
6. The artwork is being exhibited by Ty. ____
7. Penguins live in polar climates. ____
8. Clouds floated across the blue sky. ____
9. The windows were washed by Jake. ____
10. The violin is being played by Carlos. ____

Practice B Rewriting as Active Voice

Read each sentence. Then, rewrite the sentence in the active voice.

Example: Tomatoes were picked by Phoebe.
Answer: Phoebe picked tomatoes.

1. The shrubs were planted by George. ____
2. It was bought by my Aunt Clarissa. ____
3. A big sign was installed by the township. ____
4. Carrots for the soup were chopped by the cook. ____
5. The meeting was arranged by the manager. ____
6. A shopping list was written by my mother. ____
7. Their singing was applauded by the audience. ____
8. The brochure was illustrated by an artist. ____
9. The mail was set on the counter by Theresa. ____
10. Work boots were arranged in a display by Joe. ____

Writing and Speaking Application

Write four sentences about your weekend. Use both active voice and passive voice. Then, read the sentences to a partner. Have your partner identify the voice of each sentence. Then, switch roles with your partner.

Name ______________________________ Date ______________

58 USING ACTIVE AND PASSIVE VOICE

Use active voice whenever possible. Use passive voice to emphasize the receiver of an action or when the performer of an action is not easily identified.

See the examples of passive voice below.

Angela was escorted to her seat.
The sponsors of the performance were listed in the program.

Practice A Recognizing the Performer of an Action

Read each sentence. Then, on the line provided, write the performer of the action in the sentence.

Example: The buckskin mare drank water from the trough.
Answer: The buckskin mare

1. Harry was introduced to the family by my grandmother. ______________
2. Kay was spoken to by the bank teller. ______________
3. An alligator swam across the brackish swamp. ______________
4. David ordered the grilled cheese platter. ______________
5. The baseball was hit out of the stadium by Frank. ______________
6. The walls were being painted by a contractor. ______________
7. Marissa plucked a flower and stuck it behind her ear. ______________
8. Waves crashed against the rickety dock. ______________
9. The proposal was presented by a team of engineers. ______________

Practice B Using Active Voice

Read each item. Then, use the noun and verb to write a sentence in active voice.

Example: Jude and Art—planned
Answer: Jude and Art planned to attend the same college.

1. two mallard ducks—swam ______________
2. clusters of tomatoes—ripened ______________
3. cars—filled ______________
4. Vic—parked ______________
5. the heron—swooped ______________
6. gravel—skittered ______________
7. hats of all sizes—filled ______________
8. the chef—carved ______________
9. Mitchell—dove ______________
10. the cows—munched ______________

Writing and Speaking Application

Write a paragraph about activities you did this past week. Trade papers with a partner. Your partner should underline all the sentences using the active voice in your paragraph. Then, take turns saying sentences about activities you enjoy, using the active voice in your descriptions.

Name ______________________ Date ______________

59 THE THREE CASES

Case is the form of a pronoun that shows how it is used in a sentence. The three cases of pronouns are the nominative, the objective, and the possessive.

See the examples below.

Case	Use in Sentence
Nominative — I; you; he, she, it; we, they	He lost his backpack.
Objective — me; you; him, her, it; us, them	The teacher gave her the book.
Possessive — my, mine; your, yours; his, her, hers, its; our, ours; their; theirs	The bike is mine.

Practice A Identifying Pronouns

Read each sentence. Then, underline each pronoun.

Example: They went on a picnic.
Answer: They went on a picnic.

1. Give them the answer.
2. Our younger sister surprised us.
3. Your short story is more interesting than mine.
4. Your essay is very well written.
5. His boat must be repaired.
6. They are not pleased with the report.
7. Their e-mail explained the situation clearly.
8. The fault is completely mine.
9. We wanted to supply them with enough material for the project.
10. Our teacher reminded us about the due dates.

Practice B Labeling Pronouns

Read each sentence. On the line provided, write whether the underlined pronoun is in the nominative, objective, or possessive case.

Example: Send them the package right away.
Answer: objective

1. The famous writer is my best friend. ______
2. We are responsible for dealing with the crisis. ______
3. The debater responded to her objection quickly. ______
4. The company published its annual report. ______
5. The doctor gave her the necessary medical information. ______
6. Harris will feed and walk our dog today. ______
7. The librarian answered their questions during the meeting. ______
8. She is the best person for the job. ______
9. Marilyn told us not to worry about the decision. ______
10. The rabbit was able to jump out of its pen. ______

Writing and Speaking Application

Write three sentences about a school event, using nominative, objective, and possessive pronouns. Then, read them to a partner. Your partner should listen for and name the case of each pronoun. Then, switch roles with your partner.

Name ______________________________ Date ______________

CHAPTER 18

60 THE NOMINATIVE CASE IN PRONOUNS

Use the nominative case when a pronoun is the subject of a verb, the subject of a predicate nominative, or the subject of a pronoun in a nominative absolute.
A nominative absolute consists of a noun or nominative pronoun followed by a participial phrase.

See the examples below.

Subject of a verb	He is a terrific pianist.
Predicate nominative	The winners were he and they.
Nominative absolute	She being the winner, the judges congratulated her.

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then circle any nominative pronouns.

Example: They repaired the car motor before the race.
Answer: (They) repaired the car motor before the race.

1. My favorite art teacher is she.
2. You must attend the meeting in place of Liu.
3. It was the best presentation made in class.
4. They are the musicians for tonight.
5. Sarah and he made the posters, and Liam and I photographed them.
6. It having been filled, I applied for another job.
7. You are the favorite candidate to win this year.
8. She and I can finish the interview by then.
9. He is a member of our committee.
10. The police officer getting a medal is he.

Practice B Labeling Pronouns

Read each sentence. Then, label the underlined pronoun as the subject, predicate nominative, or nominative absolute.

Example: We won't be able to attend the dance.
Answer: subject

1. Mr. Watson and I are addressing the city council tonight. ______________
2. He having researched his paper, the teacher praised his hard work. ______________
3. You and he must be in the counselor's office this afternoon. ______________
4. They are speaking at the ceremony tonight. ______________
5. It won't be the first time the elevator broke down. ______________
6. They and Ms. Stoner will be in charge of the meeting. ______________
7. She having rehearsed for the concert, the conductor then cancelled it. ______________
8. The fastest runner on the team is he. ______________
9. Mark, Sal, and I need help with the school newspaper. ______________
10. The judge, who was just appointed by the governor, is she. ______________

Writing and Speaking Application

Write three sentences using nominative pronouns as the subject, predicate nominative, or nominative absolute. Then, read them to a partner. Ask your partner to identify the nominative pronouns and explain how they are used in the sentences.

Name ______________________________ Date ________________

61 THE OBJECTIVE CASE

Objective pronouns are used for any kind of object in a sentence as well as for the subject of an infinitive.

Use the objective case for the object of any verb, preposition, or verbal or for the subject of an infinitive.

Objective Pronouns

Direct object	The employer hired him.
Indirect object	Friends sent her a birthday present.
Object of a preposition	Don't wave that branch above him.
Object of infinitive	We want to ask her a question.
Subject of infinitive	The store owner wanted her to work harder.

Practice A Identifying Objective Pronouns

Circle the objective pronoun or pronouns in each sentence.

Example: Jose asked them to stop yelling.
Answer: Jose asked (them) to stop yelling.

1. The man passed the newspaper between us.
2. You should tell him the correct information.
3. Frank mailed her a birthday gift.
4. The lawyer advised her to testify in court.
5. The teacher wanted them to be quiet.
6. The car accident seriously injured him.
7. My mother waved to me one last time.
8. The lost dog ran away from them.
9. My parents wanted me to call our aunt.
10. The teacher told them to take her along.

Practice B Labeling Objective Pronouns

Read each sentence. Then, identify the underlined objective pronoun as a direct object, an indirect object, an object of a preposition, an object of an infinitive, or a subject of an infinitive.

Example: We drove her to the hospital.
Answer: direct object

1. Jim gave her the help that she needed. ____________
2. John should sit next to them in the classroom. ____________
3. The chef asked him to finish icing the cake soon. ____________
4. The loud noise startled us on the street. ____________
5. The employer gave her another chance to keep the job. ____________
6. The coach encouraged them to practice more before the swim meet. ____________
7. Tim asked him to arrive at the restaurant on time. ____________
8. The hotel asked the tour guide and us for our passports. ____________
9. His friends stood in front of him after the ceremony. ____________
10. The angry driver asked her to leave the car. ____________

Writing and Speaking Application

Write a short paragraph about an after school activity. Use at least four objective pronouns. Read your paragraph to a partner. Have your partner identify each objective pronoun. Then, switch roles with your partner.

Name ______________________ Date ______________

62 THE POSSESSIVE CASE

Use the possessive case to show ownership.

my, mine	This dog is mine.
your, yours	Your suggestion is terrific.
his, her, hers, its	His decision is incorrect.
our, ours	Our friend won the prize.
their, theirs	The food supplies are theirs.

Do not confuse contractions and possessive pronouns that sound like contractions.

Contraction: You're the one who should judge the contest.
Possessive Pronoun: The teacher will answer your question now.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle any possessive pronouns.

Example: Her new coat is ruined.
Answer: (Her) new coat is ruined.

1. Their complaints were taken seriously.
2. I liked his review of the movie.
3. Our vacation begins in two weeks.
4. The students applauded their teacher.
5. The colt galloped to its mother.
6. The problem that must be solved is ours.
7. The packages we received are theirs.
8. The wounded animal fell on its side.
9. Should we meet at your house or mine?
10. My scholarship helps me go to school.

Practice B Recognizing Pronouns

From the choices in parentheses, write the correct pronoun to complete each sentence.

Example: Dan talked about (him, his) summer experiences in class.
Answer: his

1. (Our, Us) school team won the tournament. ______
2. Should I bring (your, you're) costume to the theater? ______
3. Should I revise (mine, my) résumé before the interview? ______
4. The company answered (its, it's) critics honestly. ______
5. The plan to reorganize the class committee is (her, hers). ______
6. I broke (my, mine) leg while skateboarding in the park. ______
7. The children jumped into (their, theirs) parents' arms. ______
8. (They're, Their) reasons for moving don't make sense to me. ______
9. (Our, Ours) trip will include a visit to the beach. ______
10. Jeremy wanted (him, his) photograph to be in the yearbook. ______

Writing and Speaking Application

Write a paragraph about a trip. Use at least five possessive pronouns. Read your paragraph to a partner. Have your partner identify the possessive pronouns. Then, switch roles with your partner.

Name ______________________________ Date ________________

63 USING *WHO* AND *WHOM* CORRECTLY

***Who* is used for the nominative case. *Whom* is used for the objective case.**
Study the examples below.

Case	Pronouns	Use in Sentences
Nominative	Who, whoever	Who answered the ad? (subject) The speaker is who? (predicate nominative)
Objective	Whom, whomever	Charlie asked whom they wanted. (direct object) To whom are we sending the card? (object of preposition)

Practice A Identifying Pronouns

Underline the pronoun or pronouns in each sentence.

Example: With whom are you planning the party?
Answer: With whom are you planning the party?

1. Whoever requested this will get a copy.
2. To whom did Sheila complain about the noise?
3. We weren't sure who yelled for help.
4. With whom is Mark traveling this summer?
5. Give this book to whomever you wish.
6. Who will attend the awards ceremony with Betsy?
7. Whom should I question about the report?
8. She is a performer who is always remarkable to see.
9. Whoever wrote this report, please get in touch with me.
10. The winner of the award is who?

Practice B Labeling Pronouns

Read each sentence. Then, on the line provided, write whether each underlined pronoun is in the nominative or objective case.

Example: Who will be our candidate in the election?
Answer: nominative

1. Everyone knows who is the best writer on the newspaper. ____________
2. To whom did you send an e-mail about the event we planned? ____________
3. With whom did you attend the concert? ____________
4. Whom should we thank for preparing this brunch? ____________
5. Please answer whoever asked the question from the audience. ____________
6. Who addressed this package to the wrong customer? ____________
7. Send this box to whomever the shipping department requested. ____________
8. With whom did you study? ____________
9. Mr. Jones will hire whoever needs a job now. ____________
10. This book is dedicated to whom? ____________

Writing and Speaking Application

Write four sentences about a group project in your class. Use at least three examples of *who* and *whom*. Then, read your sentences to a partner. Your partner should tell whether you used *who* and *whom* correctly. Then, switch roles with your partner.

Name ______________________ Date ______________

64 PRONOUNS IN ELLIPTICAL CLAUSES

An elliptical clause is one in which some words are omitted but still understood.

- In elliptical clauses beginning with *than* or *as*, use the form of the pronoun that you would use if the clause were fully stated.
- Mentally add the missing words. If the missing word comes before the pronoun, choose the objective case.

Words Omitted Before Pronoun: The noise bothered Sam more than **me**.

The noise bothered Sam more than [it bothered] me.

If the missing words come after the pronoun, choose the nominative case.

Words Omitted After the Pronoun: She enjoyed the play as much as **I**.
She enjoyed the play as much as I [did].

Practice A Identifying Elliptical Clauses

Read each sentence. Underline the elliptical clause.

Example: Sally is as talented as I.
Answer: Sally is as talented <u>as I</u>.

1. You complained to Ron more than me.
2. She is as committed to the cause as I.
3. Ben likes going to movies more than I.
4. Tim called John more than me.
5. Mom is more worried about it than I.
6. Josh goes swimming with Fran more than me.
7. Tad worked with Ellen more than me.
8. Cleo is as experienced a writer as she.
9. Lonnie encouraged Linda more than me.
10. Chen wanted the puppy more than I.

Practice B Labeling Pronouns in Elliptical Clauses

Read each sentence. Circle the pronoun in the elliptical clause. Then, label the case of the pronoun as nominative or objective.

Example: Mia plays the piano more than I.
Answer: Mia plays the piano more than (I). <u>nominative</u>

1. Len's sister enjoys running more than he. ____________
2. Sarah is smarter than she. ____________
3. I am not as pleased with the group report as she. ____________
4. You shared more of your art supplies with Meg than me. ____________
5. Rene is better organized than I. ____________
6. Hannah spent more time with Claire than me. ____________
7. That runner is as tired as I. ____________
8. Olivia directed more attention to Thomas than me. ____________
9. Dino is much better at tennis than I. ____________
10. You visited your brother more than me. ____________

Writing and Speaking Application

Write a paragraph about a visit to a museum. Use three elliptical phrases. Read the paragraph to a partner. Have your partner identify the elliptical phrases. Then, switch roles with your partner.

Name ______________________________ Date ______________

65 NUMBER IN NOUNS, PRONOUNS, AND VERBS

Number shows whether a noun, pronoun, or verb is singular or plural.

- Most nouns form their plurals by adding *-s* or *-es*. Some, like *tooth* or *woman*, form the plurals irregularly: *teeth*, *women.*
- This chart shows the different forms of personal pronouns used as subjects.

Singular	Plural	Singular or Plural
I	we	you
he, she, it	they	

- A verb form will always be singular if it has had an *-s* or *-es* added to it or it includes the words *has*, *am*, *is,* or *was*. The number of any other verb depends on its subject.
- This chart shows verb forms that are always singular and those than can be singular or plural.

Verbs That Are Always Singular		Verbs That Can Be Singular or Plural	
(he, she, Bill) walks (he, she, Bill) has walked (I) am	(he, she, Bill) is (I, he, she, Bill) was	(I, you, we, they) walk (I, you, we, they) have walked	(you, we, they) are (you, we, they) were

Practice A Identifying Number in Nouns, Pronouns, and Verbs

Read each word or group of words. Then, write whether the word or words are singular, plural, or both.

Example: leaves
Answer: plural

1. mice ______
2. oxen ______
3. were ______
4. has thrown ______
5. discovery ______
6. we ______
7. have paused ______
8. is ______

Practice B Labeling Nouns, Verbs, and Pronouns

Read each sentence. Label the underlined word or words as singular or plural. (Consider how the word or words are used in the sentence.)

Example: They have practiced every day.
Answer: plural

1. We have studied about that artist in class. ______
2. Billy was concerned about his sick dog. ______
3. I am sending you my application form today. ______
4. They were involved in solving the mystery. ______
5. All the children were swimming in the community pool. ______
6. He jumps on the trampoline in gym class. ______

Writing and Speaking Application

Write three sentences about your favorite pet. Use singular and plural nouns, verbs, and pronouns. Read your sentences to a partner. Your partner should identify any singular and plural nouns, verbs, and pronouns. Then, switch roles with your partner.

Name ______________________________ Date ______________

66 SINGULAR AND PLURAL SUBJECTS

A singular subject must have a singular verb. A plural subject must have a plural verb.

Singular Subject and Verb	Plural Subject and Verb
The **scientist works** in the lab.	The **scientists work** in the lab.
Linda is looking for her dog.	**The twins are looking** for their dog.
Beth was cleaning her room.	**The sisters were cleaning** their room.
The bank has closed that branch.	**The banks have closed** those branches.

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. If the subject is singular, write S. *If the subject is plural, write* P.

Example: The writer is always working.
Answer: The (writer) is always working. S

1. The wild elephants stampeded across the plains. ______
2. The campers weren't happy about the long hike in the park. ______
3. The local newspaper is offering internships this summer. ______
4. The community leaders complained about the new law. ______
5. Those oxen were transferred to a farm last week. ______
6. Asia is the site of many early civilizations. ______
7. I will nominate Eva as class president. ______
8. Those wristwatches are very valuable. ______

Practice B Identifying Singular and Plural Subjects and Verbs

Read each sentence. Then, rewrite the sentence, underlining the subject and using the correct form of the verb in parentheses.

Example: They (is, are) moving on Saturday.
Answer: They are moving on Saturday.

1. My sister (live, lives) in the Pacific Northwest.

______

2. The forest rangers (has, have) posted warnings about leaving campfires unattended.

______

3. Friends (was, were) planning a surprise party for Ms. Marks.

______

4. All summer the geologist (has, have) been studying the rocks in that area.

______

Writing and Speaking Application

Write three sentences about your favorite movie. Use correct singular and plural subject-verb agreement in your sentences. Read your sentences to a partner. Have your partner identify the singular and plural nouns and verbs. Then, switch roles with your partner.

Name ______________________________ Date ____________________

67 COMPOUND SUBJECTS

A compound subject has two or more simple subjects, which are usually joined by *or* or *and*.

- A compound subject joined by *and* is generally plural and must have a plural verb.

Two Singular Subjects:	The **school** and a **playground have** opened.
Two Plural Subjects:	**Schools** and **playgrounds have** opened.
Singular Subject and Plural Subject:	Two **schools** and a **playground have** opened.

- Two or more singular subjects joined by *or* or *nor* must have a singular verb.
  Snow or **sleet is expected** this weekend.
- Two or more plural subject joined by *or* or *nor* must have a plural verb.
  Neither the **mayors** nor **governors are attending** the conference.
- If a singular subject is joined to a plural subject by *or* or *nor*, the subject closest to the verb determines agreement.
  Neither the **musician** nor his **fans look** pleased.   Neither the **fans** nor the **musician looks** pleased.

Practice A Identifying Compound Subjects

Read each sentence. Underline the compound subject in the sentence.

Example: The strawberries and plums are used to make jam.
Answer: The <u>strawberries</u> and <u>plums</u> are used to make jam.

1. The girl and her cat love fish.
2. The musicians and their instruments have arrived safely.
3. Either a dog or several puppies are featured in the commercial.
4. Neither the washing machines nor the television is out of order today.
5. Salads and fresh berries have been added to the cafeteria menu.
6. Frogs or toads live in that pond.
7. A light or a beacon is flickering in the distance.
8. Both the chairs and the tables were sold at the auction.
9. Her essays and novel are being published next year.
10. Neither the library nor the community center is hiring new workers.

Practice B Identifying Singular and Plural Verbs

Read each sentence. Circle the form of the verb that agrees with the compound subject.

Example: The cod and the salmon (is, are) fresh today.
Answer: The cod and the salmon (is, (are)) fresh today.

1. The historic building and the museums (is, are) highlights of the trip.
2. Neither the reporter nor the cameramen (has, have) worked here before.
3. A young boy or girl (is, are) right for that role.
4. John and Maria (practice, practices) in the gym every weekend.
5. Anna and her sisters often (visit, visits) this store during their vacation.
6. The beach chair and towel (is, are) full of sand.

Writing and Speaking Application

Use sentences 2, 3, and 4 in Practice B as models to write similar sentences. Read the sentences to a partner. Your partner should complete each sentence with the form of the verb that agrees with the compound subject. Then, switch roles with your partner.

Name ____ Date ___________________________

68 CONFUSING SUBJECTS

A verb must agree in number with a subject that comes after it. In some sentences, the subject comes after the verb. To find out which verb is correct, mentally arrange the sentence into subject-verb order.

EXAMPLE: In the pond **are** many beautiful **fish.** REARRANGED: Many beautiful **fish are** in the pond.
EXAMPLE: Where **are** my **friends?** REARRANGED: My **friends are** where?

The words *there* and *here* often signal an inverted sentence. These words never act as the subject of a sentence.

EXAMPLES: Here **is** the **package** you ordered. There **are** warm **blankets** in the closet**.**

A linking verb must agree with its subject, regardless of the number of its predicate nominative.

EXAMPLE: The students are my only concern.

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. Then, write S *if the subject is singular or* P *if it is plural.*

Example: Here are the new books.
Answer: Here are the new (books). P

1. Near the road is a winding path.
2. There is the map for the trip.
3. Who are the people in the auditorium?
4. There is the new computer screen.
5. Why are the babies still crying?
6. At the top of the tree is the new bird's nest.
7. Behind the barn is the pasture.
8. Where are the best restaurants in town?
9. Those stores are the main source of income.
10. How soon will he meet us at the pool?

Practice B Identifying Singular and Plural Verbs

Read each sentence. Rewrite it with the correct form of the verb in parentheses.

Example: Who (is, are) the players in the starting lineup?
Answer: Who are the players in the starting lineup?

1. There (is, are) a list of historic sites in the region.

   ____

2. Behind the school parking lot (is, are) the storage area.

   ____

3. Why (was, were) the abandoned cars left here?

   ____

4. These video images (is, are) a work of art to me.

   ____

5. Here (is, are) old books you need for the report.

   ____

Writing and Speaking Application

Use sentences 1 and 2 in Practice B as models to write similar sentences. Read the sentences to a partner. Your partner should complete each sentence with the form of the verb that agrees with the subject. Then, switch roles with your partner.

Name ______________________________ Date ____________________

69 AGREEMENT BETWEEN PERSONAL PRONOUNS AND ANTECEDENTS

A personal pronoun must agree with its antecedent in number, person, and gender. An antecedent is the word or group of words for which the pronoun stands.

EXAMPLES: **John** stored **his** luggage in the locker.
The **students** were surprised by **their** test results.

- Use a singular personal pronoun when two or more singular antecedents are joined by *or* or *nor*.
  Neither Sarah **nor** Mary will talk to **her** brother.
- Use a plural personal pronoun when two or more antecedents are joined by *and*.
  Mike's brother **and** sister brought **their** dog to the park.
- Use a plural personal pronoun if any part of a compound antecedent joined by *or* or *nor* is plural.
  Either the **police officers** or the **witness** should give **their** testimony.

Practice A Identifying Personal Pronouns

Read each sentence. Circle the antecedent. Then, underline the personal pronoun that agrees with each antecedent.

Example: The boy lost his way in the new school.
Answer: The (boy) lost his way in the new school.

1. Neither Bill nor Sal had his assignment.
2. Ms. Jenkins always returns her library books on time.
3. The dog barked at its owner in the store.
4. Neither the reporter nor the candidates had their statements ready.
5. The dog lost its leash when it ran.
6. Wes and Dave misread their map.
7. Either the actress or the actors will discuss their last interview.
8. The band was famous before it broke up.
9. The customers enjoyed their food in the newly opened restaurant.
10. The helpers were thanked for their work.

Practice B Choosing the Correct Personal Pronoun

Read each sentence. On the line provided, write the personal pronoun in parentheses that agrees with the antecedent.

Example: Mary lost (her, his) invitation to the party.
Answer: her

1. Either Bob or his dad will bring (his, their) bike to be repaired. ____________
2. Beth will talk about (her, his) photograph in class. ____________
3. Neither Stan nor his cousins can drive (his, their) car today. ____________
4. The bird pecked at the food in (his, its) cage. ____________
5. The mayor praised the volunteers for (her, their) help. ____________
6. Ava and Kate mailed a letter to (her, their) parents. ____________

Writing and Speaking Application

Write three sentences about preparing your favorite meal. Use personal pronouns that agree with their antecedents. Read your sentences to a partner. Your partner should identify each personal pronoun and its antecedent. Then, switch roles with your partner.

Name ______________________________ Date ____________________

70 AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun—such as *each*, *all*, or *most*—is used with a personal pronoun, the pronouns must agree.

- Use a plural personal pronoun when the antecedent is a plural indefinite pronoun.

EXAMPLE: **Many** of the workers complained about **their** boss.

- Use a singular personal pronoun when the antecedent is a singular indefinite pronoun.

EXAMPLE: **Each** of the girls will practice **her** part in the dance.

Practice A Identifying Pronouns

Read each sentence. Underline the indefinite pronoun. Circle the personal pronoun.

Example: Most of the customers expressed their displeasure.
Answer: Most of the customers expressed (their) displeasure.

1. All of the tennis stars played their best in the game.
2. Some of the actors forgot their lines.
3. One of the mothers talked to her young son.
4. All of the musicians cleaned their instruments.
5. Most of the dogs waited patiently for their baths.
6. Each of the sailors went to his post.
7. Most of the donated food retained its freshness.
8. Each of the actresses tried on her costume today.
9. Some of my friends brought their favorite music to the party.
10. A few of the little girls couldn't find their toys in the nursery school.

Practice B Choosing the Correct Indefinite Pronoun

Read each sentence. Underline the personal pronoun in parentheses that agrees with the indefinite pronoun.

Example: All of the teachers will talk with (his, their) students.
Answer: All of the teachers will talk with (his, their) students.

1. Just one of the male singers forgot (his, their) part.
2. Most of the fathers watched (his, their) children practice soccer.
3. All of the grandmothers were pleased with (her, their) gifts.
4. Many of the police officers praised (their, his) new police chief.
5. Some of the reporters carried (his, their) voice recorders.
6. Each of the boys will read (his, their) original story out loud.
7. One of the girls brought two copies of (her, their) application to school.
8. All of the doctors spoke to (his, their) patients.
9. Only one of the boys played outside with (his, their) football.
10. All of the girls talked to (her, their) soccer coach before the game.

Writing and Speaking Application

Write a short paragraph about an interesting job. Use three personal pronouns that agree with their indefinite pronoun antecedents. Read your paragraph to a partner. Your partner should identify each personal pronoun and indefinite pronoun. Then, switch roles with your partner.

Name ______________________________ Date ______________

71 AGREEMENT WITH REFLEXIVE PRONOUNS

Reflexive pronouns end in *-self* or *-selves* and should only refer to a word earlier in the same sentence.

EXAMPLES: **Olga** made that dress **herself.**
They helped **themselves** to the free food.
The **dog** found **itself** in a strange neighborhood.

Practice A Identifying Reflexive Pronouns

Read each sentence. Then write the reflexive pronoun on the line provided.

Example: She will improve herself by taking that course.
Answer: herself

1. I washed the dishes myself. ______________
2. The boy enjoyed himself at the game. ______________
3. The dancers considered themselves to be beginners. ______________
4. Olga believed herself to be a wonderful writer. ______________
5. The dog took care of itself when it was lost. ______________
6. In his speech the winner praised himself. ______________
7. My brothers finished building the tree house themselves. ______________
8. The winning team members looked at themselves and smiled. ______________
9. The singer composed that new song himself. ______________
10. My sister and I congratulated ourselves on our achievement. ______________

Practice B Identifying Reflexive Pronouns and Their Antecedents

Read each sentence. Then, draw an arrow from the reflexive pronoun to its antecedent.

Example: The athlete balanced herself on the trampoline.

Answer: The athlete balanced herself on the trampoline.

1. The driver found herself lost in the unfamiliar town.
2. The doctor looked for the test results herself.
3. The children laughed at themselves during the play.
4. David proved himself a success.
5. The new cook showed himself to the kitchen.
6. You should e-mail the new pictures of yourself.
7. Uncle Mike rebuilt the car motor himself.
8. The successful musician was proud of herself.
9. My relatives planned the special family dinner themselves.
10. Lea and Anna will write a new musical for themselves.

Writing and Speaking Application

Write a paragraph about your summer vacation. Use at least three reflexive pronouns. Then, read your paragraph to a partner. Your partner should listen for and identify each reflexive pronoun and its antecedent.

Name ______________________________ Date ______________________

72 VAGUE PRONOUN REFERENCES

To avoid confusion, a pronoun requires an antecedent that is either stated or clearly understood.

- The pronouns *which, this, that,* and *these* should not be used to refer to a vague or too general idea.
  Vague Reference: The house had heating and plumbing issues. **These** concerned us.
  Rewritten: The house had heating and plumbing issues. **These problems** concerned us.
- The personal pronouns *it, they,* and *you* should always have a clear antecedent.
  Vague Reference: In the newspaper, **it** quoted our governor's speech.
  Rewritten: In the newspaper, **an article** quoted our governor's speech.

Practice A Identifying Vague Pronoun References

Read each sentence. Then, underline the vague pronoun.

Example: They brought their purchases back to the store.
Answer: <u>They</u> brought their purchases back to the store.

1. Brady is a nervous person, and it shows when he meets people.
2. My friends can't go swimming if they won't open the community pool.
3. Mattie won the prize, and this is why she is proud.
4. Maria polished everything, but they still looked dirty.
5. You must pass certain tests to get a driver's license.
6. The bus waited in traffic, and that annoyed everyone.
7. In most comic books, these are colorful.
8. Throughout the community meeting, they were rude.

Practice B Correcting Vague Pronoun References

Read each sentence. Then, rewrite it to correct the use of a vague pronoun.

Example: I don't know much about music, but they say it makes a person smarter.
Answer: <u>I don't know much about music, but experts say it makes a person smarter.</u>

1. The computers are broken, and they didn't repair them in time.

   ____

2. When the market closed, they complained to the manager.

   ____

3. The chef picked produce from his garden, and these improved the dinner.

   ____

4. To complete the class project, you will have to work after school this week.

   ____

5. On the can, it didn't list all the ingredients.

   ____

Writing and Speaking Application

Write a short review of a favorite television show. Use at least three vague pronouns. Then read your paragraph to a partner. Your partner should listen for and identify the vague references and explain how to rewrite each sentence correctly. Then, switch roles with your partner.

Name ______________________________ Date ________________

73 AMBIGUOUS PRONOUN REFERENCES

An ambiguous pronoun refers to more than one antecedent in a sentence.

Ambiguous Reference: Frank e-mailed Sam before **he** left school.
Clear: Frank e-mailed Sam before **Sam** left school.

- **Ambiguous repetition** of a pronoun means that the pronoun can refer to different antecedents.

Ambiguous Reference: Brenda asked Lea to walk her dog, but **she** said that she couldn't.
Clear: Brenda asked Lea to walk her dog, but **Lea** said that she couldn't.

Practice A Identifying Ambiguous Pronoun References

Read each sentence. On the line provided, write the ambiguous pronoun.

Example: Claire ordered a blouse from the catalogue, but it was lost.
Answer: it

1. Whenever Mark meets Frank, he is always late. ______
2. My father tried talking to my brother, but he didn't answer. ______
3. Louise and Sally went shopping, and she lost her bag. ______
4. Whenever Kristen works with Eva, she becomes upset. ______
5. The customer called the manager, and he was concerned. ______
6. Amanda threw the spoiled food in the trash can and forgot about it. ______

Practice B Correcting Ambiguous Pronoun References

Read each sentence. Then, rewrite it on the line provided, correcting the use of ambiguous pronouns.

Example: Frank told Drew about the new book he read last week.
Answer: Frank told Drew about the new book Frank read last week.

1. The lawyer informed the client about the problems he had discovered.

______

2. When my father and older brother visit, he always enjoys himself.

______

3. After Beth bought a new coat for Karen, she decided to return it.

______

4. When Ken asked his uncle if he needed help walking his dog, he said that he could do it himself.

______

5. While Aunt Marian and my mother went to the museum, she said that she would buy both tickets herself.

______

Writing and Speaking Application

Use sentences 1, 3, and 6 in Practice A as models for writing similar sentences with ambiguous pronouns. Then, read your sentences to a partner. Your partner should identify the ambiguous pronoun in each sentence and explain how to correct it. Then, switch roles with your partner.

Name ______________________________ Date ____________________

CHAPTER 19

74 AVOIDING DISTANT PRONOUN REFERENCES

A personal pronoun should always be close enough to its antecedent to prevent confusion. You can correct a distant pronoun reference by changing it to a noun.

Distant Reference: Mr. Mullen forgot his computer at the store. He meant to go back right away, but then he got distracted by his son and a game of baseball. When he went back and looked, **it** was lost.

Correct: Mr. Mullen forgot his computer at the store. He meant to go back right away, but then he got distracted by his son and a game of baseball. When he went back and looked, **his computer** was lost.

Practice A Identifying Distant Pronoun References

Read each sentence. Underline the distant pronoun.

Example: Marty looked for his keys. He looked under the bed and found his shoes. He looked on his desk and found the paper that was due yesterday. He asked his mother for help. His mother didn't know where they were either.

Answer: <u>they</u>

1. The artist was working on some sketches when he decided he needed to eat lunch. He left the windows of the studio open. While he was at lunch, a storm came through and rain pelted down. They were ruined.
2. We planned our vacation carefully, but our plane was delayed, the hotel lost our reservation, and the car broke down. It was ruined.
3. The recipe called for many ingredients. All the ingredients had to be fresh. All the fruit had to be chopped. The cream had to be whipped by hand. It took a long time to prepare.

Practice B Correcting Distant Pronoun References

Read each passage. Then, rewrite it to correct a distant pronoun reference.

Example: Louise found the family album several weeks ago. The dust made her sneeze for hours. It needed repair.

Answer: <u>Louise found the family album several weeks ago. The dust made her sneeze for hours. The album needed repair.</u>

1. The hero in the novel frees the village. The village has a feast, and the women dance. He looks for the missing treasure.

____

2. Sal designed the colorful posters for the school dance. Then, Sal blew up balloons and set out some chairs. Sal will design them next year, too.

____

3. The missing dog was found. All the neighbors helped to look, even grouchy Mr. Wendt, who had never been kind to me. It is safe now.

____

Writing and Speaking Application

Use items 2, 3, and 4 in Practice A as models for writing similar examples of distant pronoun use. Then, read your sentences aloud to a partner. Your partner should identify each distant pronoun reference and explain how to correct it.

Name ______________________ Date ______________

75 RECOGNIZING DEGREES OF COMPARISON

The three degrees of comparison are the positive, the comparative, and the superlative.

- Modifiers are changed to show degree in three ways: (1) by adding -*er* or -*est*, (2) by adding *more* or *most*, and (3) by using entirely different words.

Adjective			Adverb		
Positive	**Comparative**	**Superlative**	**Positive**	**Comparative**	**Superlative**
cold	colder	coldest	coldly	more coldly	most coldly
bountiful	more bountiful	most bountiful	bountifully	more bountifully	most bountifully
good	better	best	well	better	best

Practice A Identifying the Use of Comparison

Read each sentence. Then, underline the adjective or adverb. On the line provided, write adjective *or* adverb *to identify the underlined word.*

Example: My sister is proud of the story she wrote.
Answer: My sister is proud of the story she wrote. adjective

1. They worked more diligently than the adults. ______
2. Martha's grades are satisfactory. ______
3. The storm blew fiercely across the plains. ______
4. Your dress for the play is most beautiful. ______
5. Ted acted more casually than Leo. ______
6. The scientist talked most humbly. ______

Practice B Identifying the Degree of Comparison

Read each sentence. On the line provided, identify the underlined word as positive, comparative, or superlative.

Example: This test is the hardest of all.
Answer: superlative

1. I think that is a better suggestion than the other one. ______
2. Ed is happiest when he's working hard on his car. ______
3. The skaters moved most gracefully about the rink. ______
4. Her shrill laugh bothered the other people watching the movie. ______
5. Mark played basketball better today than ever before. ______

Writing and Speaking Application

Write a short description of a place in your community. Use at least five examples of positive, comparative, and superlative degrees of adjectives and adverbs. Read your description to a partner. Your partner should identify the degrees of comparison. Then, switch roles with your partner.

Name ______________________________ Date ____________________

CHAPTER 20

76 REGULAR FORMS

The number of syllables in regular modifiers determines how their degrees are formed.

- Use *-er* or *more* to form the comparative degree and *-est* or *most* to form the superlative degree of most one-and two-syllable words.

	Positive	Comparative	Superlative
EXAMPLES:	clear	clearer	clearest
	wishful	more wishful	most wishful

- Use *more* and *most* to form the comparative and superlative degrees of all modifiers with three or more syllables.

EXAMPLES: industrious more industrious most industrious

- All adverbs that end in *-ly* form their comparative and superlative degrees with *more* and *most.*

EXAMPLES: silently more silently most silently

Practice A Identifying Comparative and Superlative Degree

Read each sentence. On the line provided, write C *if the underlined word is in the comparative degree and* S *if the underlined word is in the superlative degree.*

Example: That building is taller than this one.
Answer: C

1. The sailboats are moving more gracefully today. ____________
2. Len is the most skillful worker in the factory. ____________
3. This new air conditioner runs more quietly than the old one did. ____________
4. David is more willing to take part in class activities this year. ____________
5. According to the news report, this is the toughest campaign ever. ____________

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

Read each sentence. Then, on the line provided, write the correct form of the modifier in parentheses.

Example: That movie has the ________ special effects. (marvelous — superlative)
Answer: That movie has the most marvelous special effects.

1. That player is the ____________ member of our team. (competitive — superlative)
2. The actress smiled ____________ and left the stage. (sweetly — superlative)
3. Exercising is ____________ to your health than inactivity. (beneficial — comparative)
4. The days are ____________ in the summer than in the fall. (long — comparative)
5. This has been the ____________ summer in years. (warm — superlative)

Writing and Speaking Application

Write three sentences about your favorite television program. Use at least three examples of regular adjectives and adverbs in the comparative and superlative degrees. Read your sentences to a partner. Your partner should listen for and identify each example. Then, switch roles with your partner.

Name ____________________ Date ____________________

CHAPTER 20

77 IRREGULAR FORMS

The irregular comparative and superlative forms of certain adjectives and adverbs must be memorized.

IRREGULAR MODIFIERS

Positive	Comparative	Superlative
bad, badly, ill	worse	worst
far (distance) far (extend)	farther further	farthest furthest
good, well	better	best
late	later	last or latest
little (amount)	less	least
Many, much	More	most

Practice A Identifying Irregular Comparative and Superlative Forms

Read each sentence. Underline the irregular comparative or superlative modifier.

Example: She will arrive later than usual.
Answer: She will arrive later than usual.

1. The riders rode farther today than yesterday.
2. I'll call you later about the project.
3. There are more books waiting to be shelved.
4. Sam's stew is less spicy than Sheila's recipe.
5. He's the least interesting of all the candidates.
6. All the students' essays need further revision.
7. Ed's latest e-mail had all the information.
8. The patient will be later than usual.
9. This version of the play has the most revisions of all.
10. This translation is worse than I thought.

Practice B Writing Irregular Modifiers

Read each sentence. On the line provided, complete the sentence with the form of the modifier indicated in parentheses.

Example: Eva will do __________ work on her new song before the rehearsal. (far)
Answer: Eva will do further work on her new song before the rehearsal.

1. That's the ____________________ problem that we have to solve on this committee. (bad)
2. We have ____________________ volunteers than we need for the event. (many)
3. That interview is the ____________________ source of information about the new mayor. (good)
4. The baseball players arrived at practice ____________________ than usual. (late)
5. Toni's grades have shown the ____________________ improvement this year. (much)

Writing and Speaking Application

Use sentences 1, 3, and 5 of Practice B as models and write similar sentences. Then, read the sentences to a partner. Have your partner complete each with the correct form of the modifier. Then, switch roles with your partner.

Name ______________________ Date ______________

78 USING COMPARATIVE AND SUPERLATIVE DEGREES

Use the comparative degree to compare two persons, places, or things. Use the superlative degree to compare three or more persons, places, or things.

COMPARATIVE:	That writer is **more talented** than this one.
	That cartoon is **sillier** than this one.
SUPERLATIVE:	That writer is the **most talented** one in the group.
	That cartoon is the **silliest** of all.

Practice A Identifying the Comparative and Superlative Degrees of Modifiers

Read each sentence. Underline the modifier. On the line provided, write C *for comparative or* S *for superlative.*

Example: Dan swims slower than I do.
Answer: Dan swims slower than I do. C

1. Lewis is the bravest soldier in the battalion. ____
2. His horse gallops faster than mine. ____
3. Fran is the most practical person in the group. ____
4. Morgan is the strangest character in the novel. ____
5. Those apple trees are the tallest trees in the orchard. ____
6. This wool sweater is much softer than that one. ____
7. Mr. Morgan is the most generous contributor to the charity. ____
8. Larry is the worst swimmer on the team. ____
9. That is the tiniest baby bird in the nest. ____
10. Stan is the humblest writer in the entire class. ____

Practice B Correcting Mistakes in Usage of Modifiers

Read each sentence. On the line provided, rewrite it and correct the error in modifier usage.

Example: That story is most interesting than mine.
Answer: That story is more interesting than mine.

1. Henry is the more diligent worker of all on our team.

____

2. She wrote most magazine articles than her older brother last year.

____

3. That sofa is heaviest to carry than this one.

____

4. This pizza is tastiest than the one Joe made last week.

____

5. That stunt was the more reckless action of all.

____

Writing and Speaking Application

Write a short paragraph about a concert you recently attended. Use at least three examples of modifiers in the comparative and superlative degrees. Read your paragraph to a partner. Your partner should listen for and identify the modifiers. Then, switch roles with your partner.

Name ______________________________ Date ____________________

79 USING LOGICAL COMPARISONS

Your sentences should only compare items of a similar kind.

UNBALANCED: **Ellen's bike** is faster than June.
CORRECT: **Ellen's bike** is faster than June's.

UNBALANCED: The **speed of the train** is faster than the **car.**
CORRECT: The **speed of the train** is faster than the **speed of the car.**

- When comparing one of a group with the rest of the group, make sure that your sentence contains the word other or the word else.

ILLOGICAL: Chuck was slower than any runner. (Chuck cannot be slower than himself.)
LOGICAL: Chuck was slower than any other runner.

Practice A Identifying Illogical Comparisons

Read each sentence. Underline any unbalanced or illogical comparisons. If the sentence is correct as written, circle it.

Example: Tom is busier than any worker in the factory.
Answer: Tom is busier than any worker in the factory.

1. My typing speed is faster than Ken.
2. Anna sings better than anyone in the club.
3. Kim's tote bag is sturdier than Leo's.
4. Trudy's puppy is friskier than Mike.
5. Larry is a better student than anyone in the class.
6. The sound of the bell is louder than the whistle.
7. The strength of the steel beam is greater than the strength of the plastic beam.
8. That dog is friendlier than any dog in the kennel.

Practice B Writing Clear Comparisons

Read each sentence. Then, rewrite it to correct the unbalanced or illogical comparison.

Example: Judy's van is smaller than Jan.
Answer: Judy's van is smaller than Jan's.

1. The smell of this cake is sweeter than the apple pie.

____

2. Our team has won more games than any team in the league.

____

3. The success of that play is greater than the musical.

____

4. Harry's sketches are more skillfully drawn than Jim.

____

Writing and Speaking Application

Write three sentences describing a school sports event. Use three comparisons that are unbalanced or illogical. Read your sentences to a partner. Your partner should listen for and identify the faulty comparisons and explain how to correct them.

Name ______________________________ Date ____________________

80 AVOIDING COMPARISONS WITH ABSOLUTE MODIFIERS

In an absolute modifier, the meaning is entirely contained in the positive degree. Avoid using absolute modifiers illogically in comparisons.

- Some common absolute modifiers are: *dead*, *entirely*, *fatal*, *final*, *identical*, *infinite*, *opposite*, *perfect*, *right*, *straight*, *wrong*, and *unique*.

Study the following example:

INCORRECT: That painting looks perfectly straight on the wall.
CORRECT: That painting looks straight on the wall.

- Do not use an absolute modifier that overstates the meaning.

ILLOGICAL: Her approach is entirely unique.
CORRECT: Her approach is unique.

Practice A Identifying Absolute Modifiers

Read each sentence. Underline the illogical absolute modifier.

Example: Our decision to buy the house is totally final.
Answer: Our decision to buy the house is <u>totally final</u>.

1. Ted's answers were entirely wrong.
2. That new fashion look is most unique.
3. The two paintings look entirely identical.
4. The story turned out to be totally true.
5. My new class schedule is definitely final.
6. This easy recipe tastes very perfect.
7. All living things are perfectly mortal.
8. The animal's escape proved to be very fatal.
9. Space in the galaxy is perfectly infinite.
10. The scientist's theory was proved finally right.

Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers

Read each sentence. On the line provided, rewrite it to revise the comparison using an absolute modifier.

Example: That writer's opinion is perfectly wrong.
Answer: <u>That writer's opinion is wrong.</u>

1. I think you're dead wrong about that political issue.

____

2. David drew a most unique cover for the brochure.

____

3. The careless driver drove most straight into the ditch.

____

4. I think the new sofa looks most wrong in that corner of the room.

____

5. The runner completed an absolutely perfect race and won first prize.

____

Writing and Speaking Application

Write a short paragraph about a favorite book. Include three comparisons using absolute modifiers. Circle the absolute modifiers. Then, find a partner and take turns reading your paragraphs. Your partner should listen for and name the comparisons using absolute modifiers. Then, switch roles.

Name ______________________________ Date ______________

81 RECOGNIZING DOUBLE NEGATIVES

Using two negative words in a sentence when one is sufficient is called a double negative. Do not use double negatives in formal writing.

Study the examples of double negatives and two different ways to correct them on the following chart:

Double Negative	Corrections
We don't have no dogs.	We don't have any dogs. We have no dogs.
She hadn't nothing to do.	She had nothing to do. She hadn't anything to do.

Practice A Identifying Double Negatives

Read each sentence. Then, underline the double negative.

Example: The tailor didn't repair no suit.
Answer: The tailor didn't repair no suit.

1. They haven't received no help yet.
2. Kenny don't have no money for presents.
3. They didn't follow no directions.
4. Mr. Mills didn't want no reward.
5. The close friends didn't have no fight.
6. The volunteer didn't ask for nothing.
7. She don't never respond to my letters.
8. The hotel isn't nowhere on this map.
9. Bill didn't invite no friends to his party.
10. Wouldn't you not reconsider your answer?

Practice B Revising Sentences to Correct Double Negatives

Read each sentence. Then, on the line provided, rewrite it to correct the double negative.

Example: I haven't got no time to study for the exam.
Answer: I haven't got any time to study for the exam.

1. The tired hikers didn't have no water left.

____

2. The store manager hasn't no reason to refuse his employee's request.

____

3. The messenger can't bring none of the supplies you wanted.

____

4. The photographer never had no trouble with her camera before.

____

5. The villagers hadn't no warning about the disastrous flood.

____

Writing and Speaking Application

Using sentences 1, 3, 5, and 8 in Practice A as models, write four sentences with double negatives. Read your sentences to a partner. Your partner should listen for and suggest ways to correct the double negatives. Then, switch roles with your partner.

Name ______________________________ Date ____________________

82 FORMING NEGATIVE SENTENCES CORRECTLY

The most common ways to make a statement negative are to use one negative word, such as *never, no,* or *none,* or to add the contraction *-n't* to a helping verb.

- Use only one negative word in each clause in a sentence.

Double Negative: They didn't have no fun at the school party.
Preferred: They didn't have fun at the school party.

- When *but* means "only" it usually acts as a negative. Do not use it with another negative word.

Double Negative: There wasn't but one correct answer.
Preferred: There was but one correct answer.
There was only one correct answer.

- Do not use *barely, hardly,* or *scarcely* with another negative word.

Double Negative: We didn't have scarcely enough time to finish the test.
Preferred: We had scarcely enough time to finish the test.
We didn't have enough time to finish the test.

Practice A Identifying Double Negatives

Read each sentence. Underline the words that create a double negative.

Example: There wasn't hardly enough water in the lake.
Answer: There wasn't hardly enough water in the lake.

1. They hadn't but one route to travel across the mountains.
2. The run-down building hadn't hardly two windows left.
3. The teacher never had no complaints about her students.
4. The young children weren't scarcely able to reach the seats of the swings.
5. The detective never had none strong clues to solve the crime.

Practice B Revising Sentences to Avoid Double Negatives

Read each sentence. On the line provided, rewrite it to correct the double negative.

Example: The students hadn't but two days left before final exams.
Answer: The students had but two days left before final exams.

1. The swimmers hadn't barely enough room in the crowded pool.

____

2. The Millers didn't want nothing to do with their noisy neighbors.

____

3. The audience couldn't hardly hear a word the actors said.

____

4. The city council hadn't but two ways to approach the problem.

____

5. The angry tenants still haven't heard nothing from their landlord.

____

Writing and Speaking Application

Write a short description of an imaginary scene, using at least three double negatives. Then, read your description to a partner. Your partner should identify the double negatives and suggest how to correct them. Then, switch roles with your partner.

Name ______________________________ Date ____________________

83 USING NEGATIVES TO CREATE UNDERSTATEMENT

Writers use understatement to express an idea indirectly. Understatement can be achieved by using a negative word and a word with a negative prefix, such as *un-*, *in-*, *im-*, *dis-*, and *under-*.
Look at the following examples that use negative words to create understatement:

- They were **not uninterested** in the plot.
- We were **scarcely unconcerned** about the problem.

Practice A Identifying Understatement

Read each sentence. Then, underline the words that create understatement.

Example: We did not dislike the director's new movie.
Answer: We did not dislike the director's new movie.

1. Her editorial isn't completely uninteresting.
2. We didn't find his excuse totally unbelievable.
3. Her intentions weren't misunderstood by the others.
4. The candidate's motives didn't go unrecognized.
5. The scientists' research wasn't considered unimportant.
6. The students' contributions weren't unappreciated by the faculty.
7. The fans' reaction to the music star wasn't understated by any means.
8. Going on a vacation this year isn't really unthinkable.
9. Completing the highway by next spring is not impossible.
10. Winning that prize for one's first novel is not unheard of.

Practice B Using Negatives to Create Understatement

Read each sentence. Then, on the line provided, rewrite it using negatives to create understatement.

Example: Her answer is important.
Answer: Her answer is not unimportant.

1. We are hopeful about increasing the city budget for next year.

   ____

2. The chef's hard work was appreciated by the diners.

   ____

3. I estimated the difficulty of this assignment.

   ____

4. The students did understand the teacher's directions for taking the test.

   ____

5. Matt was apologetic for breaking Ms. Simon's car window.

   ____

Writing and Speaking Application

Write a short review of a school play. Use at least three understatements. Read your review to a partner. Your partner should listen for and identify the understatements. Then, switch roles with your partner.

Name ______________________________ Date ____________________

84 COMMON USAGE PROBLEMS

Study the following examples of common usage problems.

- **Ain't:** Always use *am not.* Never use *ain't.*

Incorrect: He **ain't** going to the auditorium. Correct: He **is not** going to the auditorium.

- **Among, between:**

Use *among* to show a connection between three or more items. Use *between* to show a connection between two items.

EXAMPLES: The teacher divided the books **among** all the classes.

I will ride my bike **between** those two towns.

- **Different from; different than:**

Incorrect: Her ideas are very **different than** mine. Correct: Her ideas are **different from** mine.

- **Farther, further:**

Use *farther* to refer to distance. Use *further* to mean "additional" or "to a greater degree."

EXAMPLES: He must run **farther** to win the race. We must talk **further** about the problem.

- **Like, as:**

Like is a preposition meaning "similar to" or "such as." Do not use it in place of the conjunction *as.*

Incorrect: The girl looked **like** she was tired. Correct: The girl looked **as if** she was worried.

Practice A Recognizing Usage Problems

Read each sentence. Then, circle the correct item in parentheses to complete the sentence.

Example: Her opinions are (different from, different than) mine.
Answer: Her opinions are (different from, different than) mine.

1. That (ain't, is not) the correct answer to my question.
2. We must drive much (farther, further) along this highway before dark.
3. The play is (different from, different than) the one we saw last year.
4. The actor looks (like, as if) he prepared for his role.
5. Can you examine the lab results (farther, further)?

Practice B Revising Sentences to Correct Usage Problems

Read each sentence. Then, on the line provided, rewrite the sentence, correcting the error in usage.

Example: The children ain't going to the playground this afternoon.
Answer: The children are not going to the playground this afternoon.

1. The scientist will do farther research. ______________________
2. They ain't growing a garden this year. ______________________
3. You need a space among the two words. ______________________
4. The petition circulated between the group. ______________________
5. Her drawing is quite different than mine. ______________________

Writing and Speaking Application

Write a paragraph about an artist or a musician you would like to interview. Use at least five examples of the usage errors from Practices A and B. Read your paragraph to a partner. Your partner should identify the usage problems and suggest corrections. Then, switch roles with your partner.

Name ______________________________ Date ______________

85 USING CAPITALS FOR FIRST WORDS

Focus on the TEKS (18)(A)

- Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

DECLARATIVE: Our track team won the competition.
INTERROGATIVE: Who will write this article?
IMPERATIVE: Turn off the lights.
EXCLAMATORY: That's a terrific idea!

- Capitalize the first word in interjections and incomplete questions.

INTERJECTION: Amazing! INCOMPLETE QUESTIONS: Where? What name?

- The word *I* is always capitalized, whether it is the first word in a sentence or not.

EXAMPLE: Mark and I are the co-chairs.

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Capitalizing Words

Read each sentence. Then, circle the word or words that should be capitalized.

Example: planning the class trip is fun.
Answer: (planning) the class trip is fun.

1. boy! what a time!
2. who will schedule the next meeting?
3. don't park there.
4. that's an amazing movie!
5. watch out for that falling ice!
6. i forgot my history notebook on the bus.
7. how many people will be at the picnic?
8. great! amazing!
9. why not? who?
10. the recycling center is open seven days a week.

Practice B Rewriting Sentences, Using Correct Capitalization

Read each sentence. Then, on the line provided, rewrite the sentence, using correct capitalization.

Example: fred volunteered to train the dog for the show.
Answer: Fred volunteered to train the dog for the show.

1. after reviewing his speech, Dan decided to rewrite it.

____

2. what a terrific plan for the community art show!

____

3. how many students will be able to attend the special assembly?

____

4. our goal is to raise more money for the new school library.

____

5. what? you mean we still don't have a room for the next meeting?

____

Writing and Speaking Application

Write a short paragraph about your favorite dance style. Use correct capitalization. Then, read your paragraph to a partner. Your partner should identify the words that should be capitalized. Then, switch roles with your partner.

Name ______________________________ Date ______________

Focus on the TEKS (18)(A)

86 USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: My brother said, “Don’t forget Mom’s birthday.”

- Do not capitalize the first word of a continuing sentence when a quotation is interrupted by identifying words.

EXAMPLE: “After we saw you,” Dan said, “we felt better.”

- Do not capitalize the first word of a continuing sentence when the first word of a quotation is the continuation of a speaker’s sentence.

EXAMPLE: His teacher said that the student project was “a wonderful effort.”

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Using Capitals in Quotations

Read each sentence. Circle the word or words that should be capitalized. If the sentence is correct, write correct.

Example: My friend said, “what time is the baseball game?”
Answer: My friend said, “what time is the baseball game?”

1. The guide said, “this museum was founded in 1895.” ______
2. My grandmother said that she was thrilled “by this wonderful gift.” ______
3. “when the train came into the station,” he said, “everyone got on board.” ______
4. Henry added, “those plants must be watered first.” ______
5. “after the snow stops,” she told us, “you can sled until dinner.” ______

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, rewrite the sentence, capitalizing the quotation correctly.

Example: The vet said, “please walk your dog every day.”
Answer: The vet said, “Please walk your dog every day.”

1. “when we visited the museum,” she said, “The exhibits amazed us.”
______
2. i remarked, “let’s appoint Alex the new editor of the school paper.”
______
3. the writer added, “you should all write at least one hour each day.”
______
4. Lydia remarked that she was pleased by “This astounding attendance.”
______
5. “during the horrible storm,” Mai said, “Everyone was terrified.”
______

Writing and Speaking Application

Write a dialogue between two imaginary characters. Read your dialogue with a partner to make sure that you used capitals with quotations correctly. Then, switch roles with your partner.

Name ________________________________ Date ____________________

Focus on the TEKS (18)(A)

87 USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific examples of people, places, or things and should be capitalized.

- Capitalize each part of a person's name even when the full name is not used.

EXAMPLES: Mary Jones A. E. Harding Ellen H. Frank

- Capitalize geographical and place names.

Some examples are:

Streets: Washington Place	Mountains: Bear Mountain
Towns and cities: Hopeville, Boston	Sections of a country: the Midwest
Counties and states: Kingston County, Maine	Bodies of water: Lake Mead
Nations and continents: Ireland, Africa	Monuments, memorials: Vietnam Memorial

- Capitalize words indicating direction only when they refer to a section of a country.

EXAMPLES: The class report is about the Northwest. The bus turns east here.

- Capitalize the names of specific dates, events, documents, holidays, religious holidays, periods in history, and historic events.

EXAMPLES: Tuesday, October 4; Bill of Rights; Columbus Day; Korean War

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Proper Nouns

Read each sentence. Then, underline the proper noun or nouns in the sentence.

Example: We'll reach Lake Ontario on Saturday.
Answer: We'll reach <u>Lake Ontario</u> on <u>Saturday</u>.

1. Who attended the Constitutional Convention in Philadelphia?
2. Her cabin is in the foothills of the Rocky Mountains.
3. That map shows all the major rivers in Africa, Asia, and Europe.
4. Let's drive south along Waverly Place until we reach Second Avenue.
5. The judges selected the winner of the Spring Music Show on Friday.

Practice B Capitalizing Proper Nouns

Read each sentence. On the line provided, rewrite the sentence, capitalizing all proper nouns.

Example: My cousins will see the lincoln memorial in washington, d.c.
Answer: <u>My cousins will see the Lincoln Memorial in Washington, D.C.</u>

1. The great plains is a major geographical feature in the midwest. ____________
2. lisa k. smith wrote to ken jones about her trip throughout scotland and ireland. ____________
3. American troops suffered greatly at Valley Forge near philadelphia, pennsylvania. ____________
4. The deepest lake in the united states is crater lake in oregon. ____________
5. The rio grande and the st. lawrence river are in north america. ____________

Writing and Speaking Application

Write a short paragraph about a trip. Use at least four proper nouns. Then, read your paragraph to a partner. Your partner should identify the proper nouns that should be capitalized. Then, switch roles with your partner.

Name ______________________________ Date ______________________

88 USING CAPITALS FOR PROPER ADJECTIVES

Focus on the TEKS (18)(A)

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

- Capitalize most proper adjectives and proper nouns used as adjectives: Mayan temple, the Jefferson papers.
- Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies: Work Hard sweatshirts.
- Do not capitalize a common noun used with two proper adjectives: Park and Madison avenues.

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Proper Adjectives

Read each sentence. Then, circle the proper adjective.

Example: He is a famous Austrian artist.
Answer: He is a famous (Austrian) artist.

1. The Harrison house is for sale now.
2. New York cheesecake is world famous.
3. My new dog is an Italian breed.
4. That exhibit of Venetian art is closing.
5. She is a well-known Jane Austen scholar.
6. Let's buy a Five Star world-band radio.
7. We studied the Thirteenth Congress.
8. We went to the Brazilian festival.
9. Many explorers came to the New World.
10. That Stay Cool refrigerator fits in our kitchen.

Practice B Capitalizing Proper Adjectives

Read each sentence. On the line provided, rewrite the sentence, capitalizing all proper adjectives.

Example: Simon wants to see that exhibit of american and canadian art.
Answer: Simon wants to see that exhibit of American and Canadian art.

1. The mediterranean and caribbean seas both played important roles in world history.

____

2. american patriots got help from their french supporters in their struggle against british rule.

____

3. The scholar will lecture about aztec architecture and egyptian mummies.

____

4. In her book about asian cuisine, she included recipes for japanese food.

____

5. I enjoyed all the films in the dickens series, which was part of the victorian festival.

____

Writing and Speaking Application

Write a short paragraph about a current event. Use at least four proper adjectives. Then, read your paragraph to a partner. Your partner should identify the proper adjectives that should be capitalized. Then, switch roles with your partner.

Name ______________________________ Date ______________

89 USING CAPITALS IN LETTERS

Focus on the TEKS (18)(A)

Capitalize the first word and all nouns in letter salutations and the first word in letter closings.

Salutations	Dear Mike, Dear Madam:	Dear Ms. Hadley, Dear Grandfather,
Closings	Best wishes, With affection, Sincerely,	

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Salutations and Closings

Read the following examples of salutations and closings. On each line provided, write S *if the example is a salutation and* C *if the example is a closing.*

Example: Dear Sir or Madam:
Answer: S

1. Dear Senator Ryan: ______________
2. Sincerely yours, ______________
3. Dear Mayor Bradley: ______________
4. Dear Mrs. Meadow: ______________
5. Your cousin, ______________
6. With regards, ______________
7. All best wishes, ______________
8. Yours truly, ______________
9. Dear Mr. Allen: ______________
10. Dear Congresswoman Myers: ______________

Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. On each line provided, rewrite the example, using proper capitalization.

Example: dear grandfather,
Answer: Dear Grandfather,

1. dear drew and charles, ______________
2. yours truly, ______________
3. to whom it may concern: ______________
4. dear uncle alex, ______________
5. fondest regards, ______________
6. dear samuel, ______________
7. best, ______________
8. dear ms. finer: ______________
9. all best thoughts, ______________
10. dear helene, marilyn, and jody, ______________

Writing and Speaking Application

Write four examples of letter salutations and four examples of letter closings. Your examples should be capitalized correctly. Read your examples to a partner. Your partner should explain how to capitalize each salutation and closing correctly. Then, switch roles with your partner.

Name ____ Date ___________________________

90 USING CAPITALS FOR TITLES

Focus on the TEKS (18)(A)

- Capitalize a person's title only when it is used with the person's name or when it is used as a proper name by itself. Relatives are often referred to by titles.

With a proper name: I voted for Mayor Frank.
As a proper name: I appreciated your letter, Grandfather.

- Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun: our mother.
- Capitalize the first word and all other key words in the titles of books, magazines, newspapers, poems, stories, plays, paintings, and other works of art: *The Crucible*, "*Birches*"
- Capitalize the names of educational courses when they are language courses or when they are followed by a number or preceded by a proper noun or adjective. Do not capitalize school subjects discussed in a general manner: Advanced English, Physics 204, geology.

The following are examples of some commonly used titles: Ms., Dr., Jr., ex-Governor Cuomo, Corporal.

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Titles

Read each sentence. Then, underline the title or titles.

Example: I arranged an interview with Senator Carlson.
Answer: I arranged an interview with <u>Senator Carlson</u>.

1. I look forward to our lunch, Grandmother.
2. Mayor-elect Jones is speaking.
3. My brother ordered a *Computer Monthly*.
4. I am seeing Pam Manno, D.D.S.
5. Jon enjoyed Greek and Biology 101.
6. My favorite novel is *The Irish R.M.*
7. The orchestra is playing Symphony No. 2.
8. "The Stranger" will be published soon.
9. Secretary of State Clinton is here already.
10. Governor Simon will see them later.

Practice B Capitalizing Titles

Read each sentence. On the line provided, rewrite the sentence, capitalizing the title or titles.

Example: I enjoyed *a tale of two cities* more than *bleak house*.
Answer: I enjoyed *A Tale of Two Cities* more than *Bleak House*.

1. Next year I hope to take honors history, chemistry 105, german, and a physics class.
____
2. In the audience were mrs. cardoza, senator highland, mayor frank, and ambassador wilson.
____
3. The art reviewer praised the paintings *early morning, sunrise on the prairie,* and *high noon.*
____
4. Although aunt Sylvia is a well-known reporter, she hasn't written for the *harrisville times.*
____
5. dr. myers and congresswoman benson met with attorney general harris last night.
____

Writing and Speaking Application

Write a short paragraph about your favorite class in school. Use at least four examples of capitals for titles. Then, read your paragraph to a partner. Your partner should identify the titles that should be capitalized. Then, switch roles with your partner.

Name ______________________________ Date ______________

Focus on the TEKS (18)

91 USING PERIODS

Periods are used at the end of declarative sentences, mild imperative sentences, and indirect questions.

See the examples below.

A declarative sentence is a statement of fact or opinion.	The dinner was excellent.
An imperative sentence gives a direction or command.	Clear the table.
An indirect question restates a question in a declarative sentence.	My mother asked if I was still hungry.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Periods Correctly in Sentences

Read each sentence. Then, add a period where it is needed.

Example: Sal is a good carpenter
Answer: Sal is a good carpenter.

1. The teacher asked if we were ready for the test
2. I have not seen the cat today
3. Find it
4. Once you have found it, give it water
5. Remember to bring your books home
6. My father asked if I had sorted the recycling
7. Our team is undefeated
8. Turn off the lights
9. I did not know the answer to problem 10
10. Study more next time

Practice B Using Periods Correctly in Declarative Sentences, Imperative Sentences, and Indirect Questions

Read each sentence. Add the period where it is needed. Then, write whether the sentence is declarative, imperative, *or an* indirect question.

Example: Help me paint the fence
Answer: Help me paint the fence. imperative

1. I am a pretty good painter ______________________
2. Start painting that side ______________________
3. I would rather paint this side first ______________________
4. Listen to my instructions ______________________
5. I am going to college after I graduate ______________________
6. You should apply in the fall ______________________
7. I asked if my grades were high enough to get in ______________________
8. Study hard ______________________
9. She asked if I was taking a test preparation course ______________________
10. That is a smart idea ______________________

Writing and Speaking Application

Write two declarative sentences, imperative sentences, and indirect questions. Switch papers with a partner. Take turns reading the sentences aloud and identifying each as a declarative sentence, an imperative sentence, or an indirect question.

Name ______________________________ Date ______________

92 OTHER USES OF PERIODS

Focus on the TEKS (18)

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words.

Abbreviations of titles, place names, times and dates, and initials	Ms., Pl., Mon., Jan., K. Sanchez
Other abbreviations with periods	doz., meas., wt., mfg.
Periods in outlines	I. Use periods A. In outlines B. In declarative sentences C. In abbreviations
Do not use periods in acronyms and some abbreviations.	UN, USA, ECM
Do not use periods in abbreviations of metric measurements, postal abbreviations of states, and most standard measurements.	mm, TX, qt, gal (exception in. for inches)

Show that you can correctly and consistenly use conventions of punctuation by completing the following exercises.

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add periods where they are needed. If no periods need to be added, write none *on the line.*

Example: Mr Cosgriff is the father of my best friend, Eric.
Answer: Mr. Cosgriff is the father of my best friend, Eric.

1. Mrs. Holmgren told us that the quiz would be given at 12:30 P.M. ______________
2. My dentist's name is Dr Vasquez. ______________
3. The euro is the money used by the ECM. ______________
4. Mrs Garcia called to tell you to be at work tomorrow at 7:30 PM. ______________
5. Is Ms Roberts a citizen of the USA or of another country? ______________

Practice B Writing Abbreviations Correctly

Read each sentence. On the line provided, correctly write each term that needs a period added or deleted.

Example: My father leaves for work at 7:10 AM each morning.
Answer: A.M.

1. My mother has a part-time job in the shoe dept of the store. ______________
2. The grocery list included 2 doz eggs and 1 gal. of grapefruit juice. ______________
3. How many mm. are in 1 km.? ______________
4. On the true-or-false test, one item stated that there are 36 ft. in a yd. ______________
5. My address is 27 Oxford Pl, Fairfield, TX 20022. ______________

Writing and Speaking Application

Write a paragraph that includes at least five abbreviations. Switch papers with a partner. Take turns reading the paragraphs aloud and identifying each abbreviation and its correct punctuation.

Name ______________________________ Date ______________

93 USING QUESTION MARKS

Focus on the TEKS (18)

A question mark follows a word, phrase, or sentence that asks a question. Use a question mark to end an interrogative sentence, an incomplete question, or a statement intended as a question.

Interrogative sentence	Why do you have to leave so early?
Incomplete question	You brought money. How much?
Statement intended as a question (avoid)	You haven't chosen a dress for the dance?
Statement rephrased as a direct question (better than above)	Haven't you chosen a dress for the dance?

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Writing Sentences Using Correct End Marks

Read each sentence. Then, add the correct end mark. Some items may require an end mark other than a question mark.

Example: How could you forget to do your research paper
Answer: How could you forget to do your research paper?

1. How will you explain that to your teacher
2. My father also asked me how I could forget
3. Do you think the teacher will understand
4. Why not
5. Can you remember your first day of kindergarten
6. What a long time it has been since then
7. How did you lock the keys in the car while it was still running
8. How many colleges will you visit this year
9. Why doesn't Zach want to go to college
10. His mother is asking the same question

Practice B Writing Direct Questions Correctly

Read each statement that ends with a question mark. Rewrite it so it is a correct direct question.

Example: You didn't answer the questions on the back of the test booklet?
Answer: Didn't you answer the questions on the back of the test booklet?

1. There were questions on the back? ______________________
2. You left the umbrella in the car in this storm? ______________________
3. The dog got out of the house again? ______________________
4. Hernando pitched a perfect game? ______________________
5. You knew about your own surprise party? ______________________
6. You were only pretending to be surprised? ______________________
7. My sister told my mother that I knew about it? ______________________
8. The eggs she used in the recipe were rotten? ______________________
9. The soccer team lost 7 to 0? ______________________
10. The entire team had the flu? ______________________

Writing and Speaking Application

Write five statements. Switch papers with a partner. Rewrite your partner's statements as questions. Read the new questions to your partner.

Name ________________________________ Date ________________

CHAPTER 23

94 USING EXCLAMATION MARKS

Focus on the TEKS (18)

An exclamation mark signals an exclamatory sentence, a strong imperative sentence, or an interjection. Exclamation marks indicate strong emotion and should be used sparingly.

Exclamatory sentence	I can't believe I won!
Forceful imperative sentence	Go up to your room!
Interjection with emphasis	Wow! That was a great movie.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Exclamation Marks Correctly in Sentences

Read each sentence. Then, write the correct end mark. Some items may require an end mark other than an exclamation mark.

Example: Be careful with that
Answer: Be careful with that!

Example: Why did you break it
Answer: Why did you break it?

1. I can't find my book anywhere
2. It's right there
3. I am so forgetful lately
4. Stop
5. That is so funny
6. Call me tomorrow
7. Go to your room
8. Turn down the music
9. Am I late for class
10. Hurry, or you will be

Practice B Writing Exclamatory Sentences and Imperative Sentences

Read each sentence below. Then, rewrite it as either an exclamatory sentence or an imperative sentence. You may change the words as necessary. Remember to use an exclamation mark.

Example: You should listen to me.
Answer: Listen!

1. Please put your clothes away. ____________
2. Will you mow the lawn today? ____________
3. Would you drive me to work? ____________
4. I liked that book. ____________
5. It is good to see you. ____________
6. Will you let me know when you get there? ____________
7. Would you walk the dog? ____________
8. Would you finish your homework? ____________
9. Would you wash the car? ____________
10. I am happy for you. ____________

Writing and Speaking Application

Write a paragraph that contains at least five declarative and interrogative sentences. Switch papers with a partner. Rewrite each sentence in the paragraph as either an exclamatory sentence or a strong imperative sentence with an exclamation mark. Read the new paragraph to your partner.

Name ______________________________ Date ______________________________

CHAPTER 23

95 USING COMMAS WITH COMPOUND SENTENCES

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. A compound sentence consists of two or more main or independent clauses that are joined by a coordinating conjunction, such as *and*, *but*, *for*, *nor*, *or*, *so*, or *yet*. Use a comma before a conjunction to separate two or more independent or main clauses in a compound sentence. See the example below.

EXAMPLE: My sister Briana is going on a camping trip, but I will not be able to join her.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly in Compound Sentences

Read each sentence. Then, add a comma where it is needed.

Example: The dog chased the squirrel around the yard yet the squirrel ran up the tree to safety.
Answer: The dog chased the squirrel around the yard, yet the squirrel ran up the tree to safety.

1. I went to a basketball game yesterday with Veronica and I am going to a hockey game today with Peter.
2. I saved enough money to buy the mobile phone I wanted but the store no longer carried that model when I got there.
3. My brother works as a carpenter during the day and he works as a waiter three nights a week.
4. I can go to the pep rally with Lorraine or I can go to my cousin's house for movie night.
5. We can take the freeway to the amusement park or we can try the back roads if the traffic is bad.
6. Thanksgiving is my favorite holiday for it is a time to be with the entire family.
7. We can do a research paper on the city of our choice or we can do an oral presentation about a famous historic figure.
8. I took my dog for a walk around the lake after school so it was very tired when we arrived at home.

Practice B Using Commas Correctly to Write Compound Sentences

Read each pair of sentences below. Then, use the pair to write a compound sentence using a coordinating conjunction and a comma.

Example: The mall was very crowded. We did most of our shopping on the Internet.
Answer: The mall was very crowded, so we did most of our shopping on the Internet.

1. Marcy plays the piano very well. She is a good violinist.
____
2. My dog's name is Chelsea. My cat's name is Bromley.
____
3. My favorite subject is biology. I received a higher grade in geometry.
____
4. We did not have enough time to finish the science lab. We will have to come back after school.
____
5. My favorite hobby is chess. I also collect baseball cards.
____

Writing and Speaking Application

Write five sentence pairs. Switch papers with a partner. Use coordinating conjunctions and commas to create a compound sentence from each sentence pair. Take turns reading aloud the new sentences and checking each other's work for correct use of commas.

Name ____________________ Date ____________________

96 AVOIDING COMMAS SPLICES

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences. See the example below.

INCORRECT: The storm brought over four inches of rain, many streets were flooded.

CORRECT: The storm brought over four inches of rain. Many streets were flooded.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Correcting Comma Splices

Read each sentence. Then, rewrite it to eliminate the comma splice. You may need to write two new sentences.

Example: The children I baby-sit for are eating their dinner, I will wait until I go home to eat mine.
Answer: The children I baby-sit for are eating their dinner, but I will wait until I go home to eat mine.

1. I went to a concert last night with Shana, I am going to a baseball game today.

____

2. I have two job opportunities, I am still not sure which one to accept.

____

3. I can work in my favorite store, I can work as a waitress.

____

4. We have three horses that board in our stable, I ride them every day.

____

5. This weekend, I have to finish my research paper, I also have to complete my math homework.

____

Practice B Using Commas Correctly in Sentences

Read each item below. If it contains a comma splice, rewrite it correctly. If the item is correct, write correct.

Example: We took our fishing rods to the lake, we decided to swim instead.
Answer: We took our fishing rods to the lake, but we decided to swim instead.

1. I stayed home from school today, my throat was sore and my head hurt.

____

2. We bought only enough groceries to make dinner, so we will have to go back to the supermarket.

____

3. I am the captain of the basketball team, I play power forward as well.

____

4. I am going to work every day over winter break, but I am going on vacation for spring break.

____

5. My hobby is fixing cars, I want to be a mechanic someday.

____

Writing and Speaking Application

Write a paragraph about your hobbies. Exchange papers with a partner and check each other's work for correct use of commas. Offer advice for correcting comma splices and any other errors.

Name ______________________________ Date ______________

CHAPTER 23

97 USING COMMAS IN SERIES

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. A series consists of three or more words, phrases, or subordinate clauses of a similar kind. Use commas to separate three or more words, phrases, or clauses in a series. See the examples below.

Series of Words:	The items on the grocery list include cereal, milk, orange juice, and lettuce.
Series of Phrases:	The recipe said to separate the eggs, add the milk, and sift the flour.
Subordinate Clauses in a Series:	In my job interview, I stated that I had prior experience, that I completed a first-aid course, and that I could provide references.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly in a Series of Words or Phrases

Read each sentence. Then, add commas to the series of words or phrases as needed.

Example: At the farmers' market, we saw handmade crafts potted plants and fresh produce.
Answer: At the farmers' market, we saw handmade crafts, potted plants, and fresh produce.

1. My favorite fruits have always been raspberries watermelon kiwi and mango.
2. My favorite activities are modern dance digital photography and adventure travel.
3. At the sporting goods store, I bought sneakers hiking boots and a new tent.
4. We had to go to the car wash take the clothes to the cleaners and pick up groceries.
5. My best subjects in school are geometry chemistry computers and music.
6. At the county park, we walked along the stream over the bridge and into the woods.

Practice B Using Commas Correctly in a Series of Subordinate Clauses

Read each sentence. Then, add commas to the series of subordinate clauses as needed.

Example: The teacher explained that we would be graded on content that we had to provide sources for quotations and that we had to include a PowerPoint presentation.
Answer: The teacher explained that we would be graded on content, that we had to provide sources for quotations, and that we had to include a PowerPoint presentation.

1. I decided that I would clean my room that I would go to the movies with Frank and that I would spend some time with my grandparents.
2. My sister asked me if she might borrow my blue sweater if she might take my car to her friend's house and if I would lend her $20.
3. The things I love about summer are that I volunteer in a camp for children with special needs that I go to the beach with my friends and that I can sleep late every morning.
4. The things I love about winter are that my brother comes home from college for a month that we spend the holidays together and that we can make a fire in the fireplace.
5. What I enjoy about baby-sitting is that I spend time with younger children that I make a little extra spending money and that I show that I am responsible.

Writing and Speaking Application

Write three sentences about your plans for the summer, using at least one series of subordinate clauses. Trade papers with a partner. Read each other's work aloud, checking for correct comma usage.

Name ______________________________ Date ______________

98 USING COMMAS BETWEEN ADJECTIVES

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. Use commas to separate coordinate adjectives, also called independent modifiers, or adjectives of equal rank. Do not use commas between cumulative adjectives (adjectives you cannot separate with the word *and*). Do not use a comma between the last adjective in a series and the noun it modifies. See the examples below.

A comma to separate coordinate adjectives	a long, sad song
No comma to separate cumulative adjectives	many sad songs
No comma between the last adjective in a series and the noun it modifies	A long, sad song played on the radio.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly Between Adjectives

Read each sentence. If a comma is needed, write it and the word that precedes it. If a comma should be deleted, write only the word that precedes it. If the sentence is correct, write correct.

Example: Many famous athletes attended the Superbowl.
Answer: correct

1. The short paved driveway led up to a tiny white cottage. ______
2. I have a big wooden trunk in my room filled with precious, old photographs. ______
3. The fluffy brown puppy with the long floppy ears won me over the moment I saw it. ______
4. The trimmed green shrubs and the bright orange tulips are lovely. ______
5. We took off our spattered soggy coats and dirty winter boots in the mudroom. ______
6. The shining white lights helped guide us on the otherwise dark winding road. ______
7. My brother's messy dirty dorm room made my mother cringe when she saw it. ______
8. My reading group agreed that *Moby-Dick* was long complicated and confusing. ______
9. My blue orange and yellow bedroom is very colorful cheerful and inviting. ______
10. The old stone buildings of the college add charm to the campus. ______

Practice B Using Commas Correctly With Adjectives

Read each sentence. If a comma is needed, write it and the word that precedes it. If a comma should be deleted, write only the word that precedes it.

Example: The tall stocky football players ran onto the field.
Answer: tall,

1. Zach plays his large, red, drum set very loudly. ______
2. The college application was long involved and intimidating. ______
3. Vincent's shiny, new car stood out in the student parking lot. ______
4. I bought the biggest ripest green grapes I could find at the farmers' market. ______
5. I had a very long, hectic, weird, day at school. ______

Writing and Speaking Application

Write six sentences—each with multiple adjectives—that describe a favorite room in your home. Read your sentences to a partner and check each other's work for correct use of commas between adjectives.

Name ______________________ Date ______________________

99 USING COMMAS AFTER INTRODUCTORY MATERIAL

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. Use a comma after an introductory word, phrase, or clause. See the examples below.

Introductory words	Yes, you can come with me.
Nouns of address	Lina, hand me the car keys.
Introductory adverbs	Walking slowly, she eventually arrived at school.
Introductory phrases	To write a good report, I will have to do research.
Adverbial clauses	If you like sports cars, you will like Tyler's new car.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly With Introductory Material

Read each sentence. Then, add a comma after introductory material as needed.

Example: Yes I am concerned about getting a job this summer.
Answer: Yes, I am concerned about getting a job this summer.

1. Because I was sick I was absent from school.
2. In the library the entire class was quiet.
3. Oh I forgot to ask you to renew that book.
4. Well I did renew it for you.
5. In the new book I am reading I found three stories that I had already read.
6. So why are you bothering reading it at all?
7. Considering how much I like to read I figured I would finish it quickly.
8. True you are an avid and fast reader.
9. Hey did you notice my new hair style?
10. Yes it looks really great.

Practice B Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, add a comma as needed.

Example: Sure I think going to the lake on Saturday is a great idea.
Answer: Sure, I think going to the lake on Saturday is a great idea.

1. Well I will have to ask my father if I can borrow his car.
2. While you are at it why don't you ask him if you can borrow his fishing gear?
3. Carly do you really think he would lend me his fishing gear?
4. Hey you'll never know unless you ask.
5. Considering how much my father loves to fish I doubt he will say yes.
6. Because of the heat wave classes are canceled for the afternoon.
7. While I was staying with my grandmother I found some great photographs in the attic.
8. Wow what else did you find?
9. Although most of her things were covered with old sheets I did find an antique lamp.
10. Oh do you think your grandmother will give it to you?

Writing and Speaking Application

With a partner, write a four-line dialogue between two people on the topic of your choice. Each line of dialogue should contain introductory material. Work together to edit your dialogue for correct use of commas with introductory material. Then, read your dialogue to the class.

Name ______________________________ Date ______________

100 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

Focus on the TEKS (18)

Use commas to set off parenthetical expressions from the rest of the sentence.

See the examples below.

Nouns of direct address	Can you recommend a good restaurant, Mrs. Wells?
Conjunctive adverbs	I can, indeed, recommend an excellent restaurant.
Common expressions	You all like Mexican food, I assume.
Contrasting expressions	We have to go to a place that is walking distance, not driving distance, away.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add a comma as needed to correctly set off the contrasting expression.

Example: Shane is looking for a part-time not a full-time job.
Answer: Shane is looking for a part-time, not a full-time, job.

1. He should look in the county newspaper not the town newspaper.
2. Shane wants to work in construction not in landscaping.
3. He will have to be flexible not rigid in his job search.
4. Malika is best friends with Vicki not with Carla.
5. My sister goes to a state college not a private one.
6. Zach's twin brother's name is Justin not Dustin.
7. The tree in our backyard is a pear tree not a crabapple tree.
8. The flowers on the tree are white not pink.

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, rewrite it, adding or deleting a comma as needed. If the sentence is correct, write correct.

Example: My brother is concentrating his studies on math not science.
Answer: My brother is concentrating his studies on math, not science.

1. I am taking Spanish not Latin this year. ______________________
2. That I believe is a, good, idea. ______________________
3. It is a good idea, indeed, considering I want to travel to Spain.
____
4. You should therefore study hard to master the language.
____
5. Latin however may help you, expand, your vocabulary.
____

Writing and Speaking Application

Write six sentences using commas to set off parenthetical expressions. With a partner, read the sentences aloud and take turns identifying the parenthetical expressions.

Name ______________________________ Date ______________________

101 USING COMMAS WITH NONESSENTIAL EXPRESSIONS

Focus on the TEKS (18)

A **comma** tells the reader to pause briefly before continuing a sentence. A nonessential, or nonrestrictive, expression can be left out of a sentence without changing the meaning of the sentence. Use commas to set off nonrestrictive expressions. See the examples below.

Nonrestrictive appositive	The book was written by Ernest Hemingway, the famous author.
Nonrestrictive participial phrase	The story, written in 1951, is about an old man and the sea.
Nonrestrictive adjectival clause	The title, which describes the plot, is *The Old Man and the Sea.*

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add commas as needed to correctly set off the nonrestrictive expression. If the sentence is correct, write correct.

Example: The shopping center which is five blocks away has a grocer, a barber, and a tailor.
Answer: The shopping center, which is five blocks away, has a grocer, a barber, and a tailor.

1. The shopping center built in 2009 is the only one for miles.
2. I drive to the shopping center often with my friend Suzanne.
3. Suzanne's mother who works in a doctor's office meets us there on her coffee breaks.
4. My baseball coach who has three young children knows the stats of all the major-league players.
5. Simone Girard a girl in the grade below ours was voted school treasurer.
6. Simone who is originally from Haiti is an excellent math student.
7. The pep rally which is tomorrow night promises to be fun and well attended.
8. Our new car which is black with a tan interior is parked in the garage.
9. The meal which was served at 7:00 P.M. consisted of chicken, broccoli, and mushrooms.
10. My favorite movie of all time features Sandra Bullock the famous actress.

Practice B Using Commas Correctly With Nonrestrictive Expressions

Read each sentence. Then, add commas as needed. If the sentence is correct, write correct.

Example: My grandparents who have been married for fifty years are wonderful people.
Answer: My grandparents, who have been married for fifty years, are wonderful people.

1. My locker which is 18 inches wide is on the second floor of the school. ____________
2. My cousin's school only three miles from here accepts 100 new students a year. ____________
3. My favorite poem, a true classic, is "The Road Not Taken." ____________
4. The frozen lake which is perfect for skating is about 10 miles from here. ____________
5. Houston which is very humid in the summer is the largest city in Texas. ____________

Writing and Speaking Application

Write a paragraph about what you did last weekend. Use commas incorrectly with nonrestrictive expressions. Exchange papers with a partner and correct the comma placement. Read aloud the corrected paragraph.

Name ______________________ Date ______________

102 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

Focus on the TEKS (18)

When a date is made up of two or more parts, use a comma after each item, except in the case of a month followed by a day or the year. When a geographical name is made up of two or more parts, use a comma after each item. When a name is followed by one or more titles, use a comma after the name and after each title. See the examples below.

Dates with commas	The junior prom is scheduled for May 15, 2012, and the senior prom will be on June 10, 2012.
Dates without commas	I will graduate in June 2012.
Geographical names	My father often goes to Berlin, Germany, for business.
Names with one or more titles	Harold Bloom, Ph.D., was one of my mother's college professors.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read the sentences. Then, add commas as needed to correctly punctuate dates, geographical names, and titles. If a sentence is correct, write correct.

Example: My mother's art gallery is called Nova and it is in San Antonio Texas.
Answer: My mother's art gallery is called Nova, and it is located in San Antonio, Texas.

1. The building in Fort Worth is dated July 16, 1988. ______
2. Our music teacher's name is Christopher Jones M.A. ______
3. Judith Frankel Ph.D. is the name of my sister's psychology professor. ______
4. The town of Edgemont Texas has approximately 15,000 residents. ______
5. The town swim club first opened on May 10 2007. ______

Practice B Using Commas Correctly in Dates, Geographical Names, and Titles

Read each item. Then, add a comma as necessary.

Example: Waco Texas
Answer: Waco, Texas

1. Nelson Taylor D.V.M.
2. Colette Brador Ph.D.
3. Denver Colorado
4. Samson Electricians Inc.
5. October 31 2011
6. December 25
7. Miami Beach Florida
8. Washington D.C.
9. Crimson Color Inc.
10. Hilary Wilson Designs Inc.

Writing and Speaking Application

Write five sentences using dates, geographical locations, and titles. Do not include commas. Exchange papers with a partner and add commas to each other's sentences as needed. Then, discuss the corrections.

Name ______________________ Date ______________

CHAPTER 23

Focus on the TEKS (18)

103 USING COMMAS IN NUMBERS

Commas make large numbers easier to read by grouping the commas. With large numbers of more than three digits, use a comma after every third digit starting from the right. See the examples below for when to use commas and when not to use commas in numbers.

Use commas in large numbers of more than three digits.	7,898 books 10,877 songs 1,909,498 residents	
Do not use commas in ZIP Codes, telephone numbers, page numbers, years, serial numbers, or house numbers.	02334 (222) 757-9944 Page 1002	Year 2014 Serial number 444 095 826 2256 Gramercy Place

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Numbers

Read each item. Then, rewrite it, adding or deleting a comma as needed. If the item is correct, write correct.

Example: 1011 students
Answer: 1,011 students

1. 1614 Bayview Road ______
2. Year 2012 ______
3. (802) 664-7694 ______
4. 1044 members ______
5. 4359 voters ______
6. (202) 272-8,777 ______
7. October 13, 2,004 ______
8. serial number 333,111,909 ______
9. 1815 Cleveland Road ______
10. March 10, 1,992 ______

Practice B Writing Sentences Using Commas in Numbers

Read each number. Then, write it in a sentence of your own, using it as indicated in parentheses. Be sure to use commas correctly in numbers.

Example: 20885 (large number)
Answer: There were 20,885 fans at the concert.

1. 4,499 (house number) ______
2. 146, 243, 978, 976 (serial number) ______
3. (212) 531-9,786 (telephone number) ______
4. 00433-1,412 (ZIP Code) ______
5. 5, 049, 287, 851, 253 (large number) ______
6. 2,012 (page number) ______

Writing and Speaking Application

Write a brief paragraph about your family. Include important dates, telephone numbers, and addresses. Do not include commas. Exchange papers with a partner and add commas to each other's paragraph as needed. Then, take turns reading the correctly punctuated paragraphs aloud.

Name ______________________ Date ______________

CHAPTER 23

Focus on the TEKS (18)

104 USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly or business letters. See the examples below for when to use commas in addresses and letters.

Use a comma after each item in an address made up of two or more parts.	Mrs. Kelly McColl, 42 Kenlot Place, Austin, TX 73344
Use a comma after the name, street, and city of an address that appears in a sentence.	Send a note to Kelly McColl, 42 Kenlot Place, Austin, TX 73344.
Use a comma after the salutation in a personal letter and after the closing in all letters.	Dear Joe, Yours truly, Dear Grandma, Sincerely,

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Letters

Read each item. Then, add or delete commas as needed. If the item is correct, write correct.

Example: Dear Debbie
Answer: Dear Debbie,

1. Fondly, ______
2. Sincerely ______
3. Dear Uncle Tom ______
4. Truly yours ______
5. Sincerely, yours ______
6. With warmest regards ______

Practice B Using Commas in Addresses

Read each address. Write it as it would appear on an envelope, deleting commas as needed.

Example: Len Frankel, 67 Emmett Place, San Diego, CA 42987
Answer: Len Frankel
67 Emmett Place
San Diego, CA 42987

1. Trudy Trump, 978 Truman Way, Trumbel, CT 98754
2. Skye Bernhardt, 922 Laurel Avenue, River Edge, TX 75634
3. Zach McCollum, 89 Kent Road, Glen Ridge, TX 78654
4. Marcia Garcia, 46 Lake Harbor Road, Lake Harbor, MI 56231

Writing and Speaking Application

Write a brief friendly letter to the person of your choice. Remember to use commas correctly in the friendly letter format. Exchange papers with a partner and check for correct use of commas. Then, take turns reading your correctly punctuated letters aloud.

Name ______________________ Date ______________

105 USING COMMAS IN ELLIPTICAL SENTENCES

Focus on the TEKS (18)

CHAPTER 23

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below for when to use commas in elliptical sentences.

Use a comma to indicate the words left out of an elliptical sentence.	My parents left at 7:30 A.M.; we, at 8:00.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add a comma as needed.

Example: The juniors park in the south parking lot; the seniors in the north.
Answer: The juniors park in the south parking lot; the seniors, in the north.

1. I have lunch sixth period; study hall ninth.
2. My apartment building is on Crawford Avenue; my grandmother's on Park Avenue.
3. Our family has a green car; my aunt a white one.
4. The middle school is on Maple Avenue; the high school on Grand.
5. The hardware store is on the west side of the street; the gas station on the east.
6. The hockey rink seats about 500 people; the football stadium about 1,000.
7. My bedroom is on the second floor of the house; my brother's on the first.
8. My favorite type of food is Mexican; my sister's Italian.
9. This year, I am taking Spanish; next year French.
10. In the summer, I work at the town pool; in the winter at the coffee shop.

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, write each sentence as part of an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

Example: The junior prom was held on Friday night.
Answer: The junior prom was held on Friday night; the senior prom, on Saturday night.

1. Luis went to the basketball courts.

____

2. My cousins live in Alabama.

____

3. My brother plays jazz guitar.

____

4. I received three phone calls last night.

____

5. I leave for school at 8:15 every morning.

____

Writing and Speaking Application

Write five elliptical sentences. Leave out the commas. Switch papers with a partner and correct each other's sentences. Then, take turns reading your correctly punctuated sentences aloud.

Name ______________________ Date ______________

106 USING COMMAS WITH DIRECT QUOTATIONS

Focus on the TEKS (18)

Commas are used to set off a direct quotation from the rest of the sentence. See the examples below.

"Don't forget your car keys," my mother said, "because you have to drive your sister to school."

I replied, "OK, Mom. I've got them."

"Great," answered Mom. "Drive safely and have a good day at school."

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Direct Quotations

Read each direct quotation. Then, rewrite it, adding a comma as needed.

Example: "I can help you fix the car" I told my father.
Answer: "I can help you fix the car," I told my father.

1. "Great" he replied. "Grab a wrench from the toolbox." ______________________

2. I answered "This will be good practice for my auto mechanics class." ______________________

3. He said "It works out well for me, too." ______________________

4. "I am going to the movies with Jackie and Tim tonight" I told my sister. ______________________

5. "Well, I hope you don't plan on taking the car" she answered "because I need it." ______________________

Practice B Using Commas Correctly in Direct Quotations

Read each sentence. Then, rewrite it as a direct quotation, adding commas and quotation marks as needed. Make sure that the new sentence identifies a source for the quotation.

Example: The yearbooks are coming out in four weeks.
Answer: "The yearbooks are coming out in four weeks," explained the chairperson.

1. How much will each yearbook cost? ______________________
2. Each yearbook will cost $45.00. ______________________
3. I have to baby-sit tonight for the Garcia triplets. ______________________
4. Triplets sound like a lot of work. ______________________
5. They are, but they are cute and well behaved. ______________________

Writing and Speaking Application

Work with a partner to write a dialogue about your plans for the summer. Use direct quotations, and be sure to correctly place the commas. Then, read your dialogue aloud together.

Name ______________________________ Date ______________

107 USING COMMAS FOR CLARITY

Focus on the TEKS (18)

Commas are used to prevent a sentence from being misunderstood. See the examples below.

UNCLEAR: After we put out the fire alarms stopped ringing.

CLEAR: After we put out the fire, alarms stopped ringing.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas for Clarity

Read each sentence. Then, add a comma as needed for clarity.

Example: For the group meetings were scheduled.
Answer: For the group, meetings were scheduled.

1. During the flight attendants served us lunch.
2. Standing near the airplane pilots discussed the flight path.
3. Before the holiday shoppers looked for bargains.
4. For the parade on Halloween costumes were worn by all.
5. At the ocean waves crashed against the wall.
6. To improve in tennis players must practice often.
7. To be prepared for gym bags must be packed the night before.
8. Though roses are red violets are blue.
9. As the students were crossing guards stopped traffic.
10. As we watched the rain drops streamed down the window.

Practice B Using Commas for Clarity

Read each word pair. Then, write a sentence using the pair and including any commas needed for clarity.

Example: college applications
Answer: For that college, applications must be received by November.

1. guitar pick ______________________________
2. counter stools ______________________________
3. table linens ______________________________
4. party decorations ______________________________
5. floating balloons ______________________________
6. broken umbrellas ______________________________
7. park rangers ______________________________
8. sleeping bags ______________________________
9. assembled objects ______________________________
10. lamp shades ______________________________

Writing and Speaking Application

Write five sentences to describe the location of places in your neighborhood. Leave out commas. Then, switch papers with a partner. Add commas to your partner's sentences for clarity. Take turns reading aloud your correctly punctuated sentences.

Name ____ Date ____________________

CHAPTER 23

Focus on the TEKS (18)

108 MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. Note the deletion of misused commas in the examples below.

Misused with an adjective and a noun	I carried my heavy red, gym, bag.
Misused with a compound subject	My cousin, and I, went to our grandparents' house.
Misused with a compound verb	He cooked dinner, and read his little brother a story.
Misused with a compound object	She wore gloves, and mittens in the snow.
Misused with phrases and clauses	Having finished her homework, and having cleaned her room, Sheila decided it was time to relax.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Correcting Misused Commas in Sentences

Read each sentence. Then, delete misused commas as shown in the example.

Example: We invited Craig, Stephanie, and Elena, over for dinner.
Answer: We invited Craig, Stephanie, and Elena, over for dinner.

1. We made salad, pasta, and marinara sauce, for the meal.
2. My aunt, and my mother, planned the vacation to Mexico together.
3. Thinking about the soft sand, and the warm ocean water, made me excited for the trip.
4. I will go either to the shoe store downtown, or to the one in the mall.
5. I request grapes, instead of apples.
6. Neither Mrs. Sheppard, nor the children, were in the store.
7. The dogs were barking, howling, and running in circles, during the thunderstorm.
8. Their owner was kind, patient, and gentle, as he calmed them down.
9. Did you put the oranges in the refrigerator, or on the counter?
10. When you, and your brother, finish your homework, you may go to the movies.

Practice B Eliminating Unnecessary Commas in Sentences

Read each set of words or phrases. Then, use the set in a sentence as indicated in parentheses. Be sure not to misuse commas.

Example: suitcase, airline tickets (compound subject)
Answer: The suitcase and the airline tickets are still in the taxi.

1. apples, oranges, lemons (compound object) ____________________
2. talked, laughed (compound verb) ____________________
3. reading the book, writing the report (clauses) ____________________
4. breakfast, lunch, dinner (compound subject) ____________________
5. working, studying, relaxing (compound verb) ____________________

Writing and Speaking Application

Write four sentences with unnecessary commas. Switch papers with a partner and delete any unnecessary commas. Take turns reading aloud the correctly punctuated sentences and discuss the corrections that you each made.

Name ______________________ Date ______________

109 USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Focus on the TEKS (18)

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead. See the examples below.

Use a semicolon to connect two related independent clauses that are not already joined by the conjunctions *and, but, for, nor, or, so,* or *yet.*	Gretchen has a dog; Carla has a cat; Juan has both.
Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.	Our new car won't be ready until tomorrow; therefore, we have to take the bus today.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Semicolons to Connect Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, rewrite them as a single sentence using a semicolon. If they are unrelated, write unrelated.

Example: On Monday, we have chicken. On Tuesday, we have pasta. On Wednesday, we have tacos.
Answer: On Monday, we have chicken; on Tuesday, we have pasta; on Wednesday, we have tacos.

1. We finished reading *Hamlet*. We are moving on to *Macbeth*.
____
2. I have two brothers. They are twins. _______________
3. I had a little fender-bender today. My parents were upset with me when I told them what happened.
____
4. Tonight, we are going to a show. Tomorrow, we are going to the game. Sunday, we are staying home.
____
5. My friends like to go shopping. Sometimes, when I have nothing else to do, I will go with them.
____

Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite the pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: I have researched cars for months. Therefore, I know which one I am going to buy.
Answer: I have researched cars for months; therefore, I know which one I am going to buy.

1. I was tired. Consequently, I fell right to sleep. _______________
2. I like to water-ski. Moreover, I like to swim. _______________
3. My brother had to work late. Therefore, I had to wait for him to pick me up.
____
4. Max thought he had his keys. However, he had locked himself out.
____

Writing and Speaking Application

Write five pairs of related independent clauses. Switch papers with a partner. Combine each pair into a single sentence, using a semicolon to separate the independent clauses. Read the sentences aloud and discuss the changes.

Name ______________________________ Date ______________

110 USING SEMICOLONS TO AVOID CONFUSION

Focus on the TEKS (18)

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas. See the examples below.

Use semicolons to separate independent clauses that contain commas.	Walter Nicholas, who is a noted explorer, has signed a contract with a major television network; a series of one-hour programs in which he narrates his adventures will be aired next fall.
Use semicolons to separate items in a series when the items contain commas.	The apartment has a bedroom, which has a large closet; a bathroom, which has a double sink; and an open kitchen and living area, which leads out to the balcony.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Semicolons to Avoid Confusion in Sentences

Read each sentence. Then, rewrite it, inserting a semicolon where needed.

Example: According to the inspector, the checks were dated September 2, 1957, October 10, 1958, May 15, 1959, and June 11, 1959.

Answer: According to the inspector, the checks were dated September 2, 1957; October 10, 1958; May 15, 1959; and June 11, 1959.

1. The apartment, which contained only one bedroom, was too small to house any more pets, moreover, another dog would make her allergies even worse. ______________
2. The waiter snapped at us, forgot to bring the soup, served the wrong salad dressing, and spilled coffee on me, however, he still seemed to expect a tip. ______________
3. The dates we have to know for the history test are July 4, 1776, May 25, 1789, September 17, 1787, and April 30, 1789. ______________
4. On our road trip from Houston, Texas to Sacramento, California, we stopped overnight in Santa Fe, New Mexico, Salt Lake City, Utah, and Carson City, Nevada. ______________
5. I sent holiday cards to my grandparents in Miami Beach, Florida, my aunt and uncle in Charlotte, North Carolina, and my brother in Seattle, Washington. ______________

Practice B Writing Sentences With Semicolons

Read each item. Then, write the item as part of a complete sentence, using semicolons to avoid confusion.

Example: brown tweed jacket, leather briefcase, black shoes

Answer: The man, who looked wealthy, wore a brown tweed jacket and carried a leather briefcase; however, his black shoes were unpolished.

1. bat, ball, glove ______________
2. clarinet, flute, piccolo ______________
3. school, career, family ______________
4. to draw, to paint, to photograph ______________
5. Japanese, Chinese, Russian ______________

Writing and Speaking Application

Write four series sentences that tell about your responsibilities at home and your responsibilities at school. Do not include semicolons in your sentences. Switch papers with a partner. Use semicolons correctly to edit your partner's sentences. Take turns reading aloud the new sentences.

Name ______________________________ Date ______________

CHAPTER 23

111 USING COLONS

Focus on the TEKS (18)

The colon (:) is used to introduce a list of items and in certain special situations.

Use a colon after an independent clause to introduce a list of items.	To fix the door, we needed the following items: a level, a saw, a hammer, and two nails.
Use a colon to introduce a formal or lengthy quotation or one that does not contain a "he said/she said" expression.	As Plato, the philosopher, once said: "Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws."
Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each.	I had a very good reason for not calling you last night: My mother was on the phone with my grandmother for two hours.
Use a colon to introduce a formal appositive that follows an independent clause.	We finally decided where we would go on vacation: Orlando, Florida.
Use a colon in numerals giving the time, salutations in business letters, and references to periodicals and the Bible.	3:23 P.M. Dear Madam: John 3:16

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: I finally decided which foreign language to take next year Spanish.
Answer: I finally decided which foreign language to take next year: Spanish.

1. Chemistry class begins at 11 40 A.M. and ends at 12 25 P.M.
2. I cited the periodical I had used in the report as *National Geographic* 74 10.
3. The supermarket is open every day from 6 30 A.M. until 11 30 P.M.
4. I made up my mind about which college to attend University of Texas, Austin.
5. The reason I chose the school was obvious It has the best biology department.
6. At the mall, we went to the following places the theater, the food court, and the shoe store.
7. We are having the following appetizers at the party dim sum, spring rolls, and miso soup.
8. Can you pick your sister up from school at 3 25 P.M.?

Practice B Writing Sentences With Colons

Read each item. Then, write the item as part of a sentence that uses a colon as indicated.

Example: to introduce an appositive that follows an independent clause
Answer: Simon had decided what to have for lunch: a sandwich.

1. to indicate time ______________________________
2. to introduce a long quotation ______________________________
3. to cite a magazine or a verse in the Bible ______________________________
4. to summarize the sentence before it ______________________________
5. in a salutation of a business letter ______________________________

Writing and Speaking Application

Write a business letter requesting an upgrade for your mobile phone. Use at least five sentences that need colons, but leave out the colons. Switch papers with a partner. Edit your partner's letter, adding colons where needed. Take turns reading aloud the edited letters.

Name ______________________________ Date ______________

CHAPTER 23

112 USING QUOTATION MARKS WITH QUOTATIONS

Focus on the TEKS (18)

Quotation marks identify words that have been spoken or written by others. A direct quotation represents a person's exact words, thoughts, or writing. An indirect quotation (which does not use quotation marks) reports the general meaning of what a person said or thought. See the examples below.

A direct quotation is enclosed in quotation marks.	"Why didn't you finish the project?" I asked Geraldo.
An indirect quotation does not require quotation marks.	Geraldo said that he had completely forgotten about it.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: A stranger walked up to me and asked, Do you know where the bus stop is?
Answer: A stranger walked up to me and asked, _"_Do you know where the bus stop is?_"_

1. My father asked, Has anyone seen my toolbox?
2. My mother answered, No, I never use the toolbox.
3. I saw it in the garage, Dad, I told him.
4. I thought it was there, too, explained my father, but it isn't.
5. My father said, I think I need glasses!
6. What time is the movie playing? Kayla asked.
7. I'm not sure, I answered. Let's check on the Internet.
8. How are we going to get to the theater? Tim asked.

Practice B Identifying Direct Quotations and Indirect Quotations

Read each sentence. If the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write indirect quotation.

Example: My guidance counselor said that I have to raise my test scores to get into college.
Answer: indirect quotation

1. Maybe you should take a test preparation course, suggested Rachel.

____

2. I told Rachel that I agreed with her.

____

3. How many weeks are left before the next test? I asked her.

____

4. The next test isn't until September of our senior year, she answered.

____

5. Well, that's a relief, I replied.

____

Writing and Speaking Application

Work with a partner to write an eight-line dialogue about your after-school plans. Use quotation marks around your direct quotations. Then, read aloud your dialogue with your partner.

Name ______________________ Date ______________

Focus on the TEKS (18)

113 USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as *he asked* or *she said* with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

Use a comma after short introductory taglines that precede direct quotations.	My sister said, "I will drive you to school today."
Use a colon after a very long or formal tagline.	Civil rights activist Martin Luther King Jr. once said: "In the end, we will remember not the words of our enemies, but the silence of our friends."
Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.	"I will drive you," said my sister, "to school today."
Use a comma, question mark, or exclamation mark after a direct quotation followed by a concluding tagline.	"No thanks. I'd rather walk to school today," I replied.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Punctuation Marks With Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and a comma where needed.

Example: My mother asked What does everyone want for dinner tonight?
Answer: My mother asked, "What does everyone want for dinner tonight?"

1. I would like chicken I answered. ______
2. Well, replied my brother, I would rather have meatloaf. ______
3. My sister said, I don't like meatloaf, but I like pasta. ______
4. I don't know why I bothered asking my mother said. ______
5. I said I have to finish my research paper. ______

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

Write a direct quotation of your own, using quotation marks and other punctuation marks as needed. Place the expression where indicated.

Example: Concluding expression
Answer: "I am happy to tell you that you got the job!" exclaimed the store manager.

1. Introductory expression ______
2. Interrupting expression ______
3. Formal introductory expression ______
4. Concluding expression ______
5. Introductory expression ______

Writing and Speaking Application

Work with a partner to write an eight-line dialogue on the topic of your choice. Use each of the four types of expressions at least once: introductory, formal introductory, interrupting, and concluding. Then, read aloud your dialogue with your partner.

Name ______________________________ Date ______________

CHAPTER 23

114 QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

Focus on the TEKS (18)

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

Place a comma or period inside the final quotation mark.	"That is one fabulous necklace," my cousin said.
Place a semicolon or colon outside the final quotation mark.	I just bought the "fabulous necklace": I was pleased she liked it.
Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation.	My cousin asked, "Would you mind if I bought one for myself?"

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks With Other Punctuation in Sentences

Read each item. Then, insert quotation marks where needed.

Example: The little boy asked, How much is a Popsicle?
Answer: The little boy asked, "How much is a Popsicle?"

1. You have enough money for a Popsicle, I told the boy.
2. Juan shut the book and exclaimed, That was the best book I have ever read!
3. Can I borrow the keys to the car? I asked my mother.
4. Have the car back by 8:30 P.M., my mother answered.
5. You should take your math book home tonight to study, Peter reminded me.
6. Good idea! I answered. Thanks for reminding me.
7. Hi, Mom! I shouted. What's for lunch?
8. I made quiche and salad, she said.
9. I have to eat quickly, I told her. I have to work today.
10. Oh! she exclaimed. I had hoped you would help me with dinner.

Practice B Writing Sentences With Quotation Marks and Other Punctuation

Write a sentence of your own, using quotation marks and another punctuation mark as indicated.

Example: quotation marks, exclamation point
Answer: "I can't believe she said that about me!" exclaimed Cordelia.

1. quotation marks, comma ______________________________
2. quotation marks, semicolon ______________________________
3. quotation marks, commas ______________________________
4. quotation marks, period ______________________________
5. quotation marks, exclamation point ______________________________

Writing and Speaking Application

Work with a partner to write an eight-line dialogue on the topic of your choice. Use the following punctuation marks as well as quotation marks: commas, exclamation point, question mark, period. Then, read aloud your dialogue with your partner.

Name ______________________ Date ______________

CHAPTER 23

Focus on the TEKS (18)

115 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Double quotation marks (" ") should enclose the main quotation in a sentence. Use single quotation marks (' ') to set off a quotation within a quotation. See the example below.

Michael said, "Ben, did you hear Mrs. Hemmerling say, 'there is no homework tonight'? I thought we had to prepare our oral reports for tomorrow."

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Single Quotation Marks for a Quotation Within a Quotation

Read each item. Then, insert single quotation marks where needed.

Example: My sister asked, "Did Dad just say, you can take my car, or you can't take my car?"
Answer: My sister asked, "Did Dad just say, 'you can take my car,' or 'you can't take my car'?"

1. Chris said to Kathy, "The directions say, make second right onto Rock Road and quick left onto Williams Court."
2. Mrs. Bancroft said to her English literature class, "Tell me which famous writer said, To love oneself is the beginning of a lifelong romance."
3. Victoria said, "Crystal answered, Obviously, the writer who was in love with himself!"
4. Skye said, "But then Mrs. Bancroft said, Perhaps that is true, but the answer is Oscar Wilde."
5. Then, Mrs. Bancroft said, "Now tell me who said I have often regretted my speech, never my silence."

Practice B Writing Quotations Within Quotations

Read the direct quotations below. Then, rewrite each quotation to be a quotation within a quotation.

Example: "The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true." —James Branch Cabell
Answer: Mrs. McBride told her class, "A wise man named James Branch Cabell once said, 'The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.'"

1. "I am not young enough to know everything." —Oscar Wilde

   ____

2. "The covers of this book are too far apart." —Ambrose Bierce

   ____

3. "There are no facts, only interpretations." —Friedrich Nietzsche

   ____

4. "I find that the harder I work, the more luck I seem to have." —Thomas Jefferson

   ____

5. "Distrust any enterprise that requires new clothes." —Henry David Thoreau

   ____

Writing and Speaking Application

Write three quotations within quotations. Do not include single quotation marks. Exchange papers with a partner and add single quotation marks where they are needed in your partner's sentences. Then, read aloud your quotations.

Name ______________________________ Date ____________________

116 PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Focus on the TEKS (18)

Sometimes when a writer quotes a speaker directly, the writer adds explanatory information that was not part of the original quote. Such added information is bracketed to show that it was added.

EXAMPLE: The principal said, "The new science labs [located in the west wing] have state-of-the-art equipment."

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Brackets for Explanatory Material Within Quotations

Read each item. Then, insert brackets where you think they are necessary.

Example: The vice principal said, "The construction of the new science labs which began in May took less time than anticipated."
Answer: The vice principal said, "The construction of the new science labs [which began in May] took less time than anticipated."

1. Mrs. Creighton said, "The play was written by William Shakespeare in 1614 two years before his death in 1616."
2. She explained, "Some critics Hodgkins and Fleming, among others questioned whether Shakespeare actually wrote the play."
3. Jane asked, "Why did they the critics think he didn't write the play?"
4. Mrs. Creighton answered, "Some theories suggest that he Shakespeare did not write all the plays he is credited with writing."
5. The mayor of Washington, D.C., is quoted as saying, "The city the District of Columbia is bankrupt. This is a crisis of great magnitude."

Practice B Writing Quotations With Explanatory Material in Brackets

Read each item below. Then, write a direct quotation that includes the item as explanatory material in brackets.

Example: the United States and Russia
Answer: The president said, "The problem is one that our countries [the United States and Russia] share, and so we must share the solution as well."

1. until proven guilty ______________________________
2. Houston, Austin ______________________________
3. the incident ______________________________
4. unwarranted ______________________________
5. Red Cross workers ______________________________

Writing and Speaking Application

Write five quotations with explanatory material. Do not include brackets. Exchange papers with a partner and add brackets where they are needed in your partner's quotations. Then, read aloud the quotations.

Name ______________________________ Date ______________

CHAPTER 23

Focus on the TEKS (18)

117 USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue. When writing a dialogue, begin a new paragraph with each change of speaker. Use quotation marks to set off direct quotations. For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph. See the example below.

EXAMPLES: At the school assembly, the principal announced, "We will no longer allow eleventh-graders to park in the west parking lot."

"Why not, Mr. Thompson?" asked the eleventh-grade class president.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks in Dialogue

Read the dialogue below. Then, place quotation marks where they are needed.

Example: The journalist from the school paper asked the principal, So, Mr. Thompson, how can you justify this new rule to the eleventh-graders?

Answer: The journalist from the school paper asked the principal, "So, Mr. Thompson, how can you justify this new rule to the eleventh-graders?"

1. As I see it, the privileges that we have extended to the eleventh-graders have not been respected by them, answered Mr. Thompson.
2. The journalist asked, What will you do with the extra spaces in the west parking lot?
3. The principal replied, They will be offered to faculty and staff who before had to park on the street.
4. The journalist asked, Mr. Thompson, what, if anything, can the junior class do to reverse your decision?
5. The principal explained, As of now, I will not reverse my decision. Next year, when the eleventh-graders are seniors, they will enjoy the benefits of the new rule.

Practice B Writing Dialogue Using Quotation Marks

On the lines provided, write a five-sentence dialogue between a teenager interviewing for a job at a store and the store manager.

Example: Mrs. Fransessa asked, "What experience do you have?"
"I have been baby-sitting and helping at my parents' store for three years," Susan said.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Writing and Speaking Application

Work with a partner to write three more lines for the dialogues in Practice B. Be sure to use quotation marks and paragraph breaks correctly. Then, read the new dialogues aloud together.

Name ______________________________ Date ______________

118 USING QUOTATION MARKS FOR TITLES

Focus on the TEKS (18)

CHAPTER 23

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. The titles of longer works, such as books, television series, movies, and albums (or CDs) are printed in italics or are underlined.

EXAMPLE: A spin-off of a popular television show is called *The Mouse Catcher.*

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read The Love Song of J. Alfred Prufrock by T. S. Eliot for homework.
Answer: Please read "The Love Song of J. Alfred Prufrock" by T. S. Eliot for homework.

1. Sarah wrote a short story in creative writing class called The Near Miss.
2. Emma wrote a poem for the same class called Overcoming Me.
3. My favorite episode of the television show *Emergency* is called Rescue in the Sky.
4. I used an article titled How to End the War for my current events essay.
5. My teacher said that my essay Why the War Must End was one of the best he has ever read.
6. One of my favorite songs is Say What You Need to Say by John Mayer.
7. My uncle's favorite song of all time is Pinball Wizard by The Who.
8. I think one of the greatest poems ever written is The Road Not Taken by Robert Frost.
9. My English teacher prefers poems such as The Lantern Bearer by Robert Louis Stevenson.
10. The journalist finished his article The Fall of a President.

Practice B Using Quotation Marks in Titles

On each line provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in your sentence.

Example: essay title
Answer: I finally finished my essay, "John D. Rockefeller: Great Entrepreneur."

1. short story title ______________________________
2. song title ______________________________
3. short poem title ______________________________
4. article title ______________________________
5. episode title ______________________________

Writing and Speaking Application

Write three sentences including the titles of your choice. Do not include quotation marks. Exchange papers with a partner, and add quotation marks to the titles in each other's sentences. Then, take turns reading the new sentences and discuss placement of quotation marks.

Name ______________________________ Date ____________________

119 USING UNDERLINING AND ITALICS IN TITLES

Focus on the TEKS (18)

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material. Underline or italicize the following: titles of books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art. Underline or italicize words, letters, or numbers used as names for themselves. Also underline or italicize foreign words not yet accepted into English and the names of air, sea, and space craft.

EXAMPLES: My father reads the *Dallas Morning News* every day.

The *i*'s in her paper looked like numbers, not letters.

My grandmother said *buenas noches*, which means "good night," to me on the phone.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Underlining (or Italicizing) Titles and Special Words

Read the sentences below. Then, underline the titles and special words as needed.

Example: Please read chapters 1 through 5 of Sula by Toni Morrison.
Answer: Please read chapters 1 through 5 of <u>Sula</u> by Toni Morrison.

1. I am writing a novel called Not in Kansas Anymore as my final project.

2. We saw the famous painting, Mona Lisa, in person.

3. I watch The Today Show every morning while I get ready for school.

4. Did you know that the Titanic sank on its maiden voyage?

5. My mother's favorite album is Revolver by The Beatles.

6. We are just starting to read Portrait in Sepia by Isabela Allende.

7. I hope it is as good as her other book, Daughter of Fortune.

8. When we went to Costa Rica, we said muchas gracias all the time.

9. My mother's favorite novel of all time is For Whom the Bell Tolls by Ernest Hemingway.

10. My teacher took three points off my essay because I didn't cross my t's.

Practice B Underlining Titles and Special Words and Phrases in Sentences

On the lines provided, write a sentence using the type of title indicated. Be sure to underline the titles correctly in your sentences.

Example: newspaper title
Answer: I was considering getting a subscription to the <u>Wall Street Journal</u>.

1. book title ______________________________

2. magazine title ______________________________

3. play title ______________________________

4. long poem title ______________________________

5. movie title ______________________________

Writing and Speaking Application

Work with a partner. Write three sentences with the titles of your choice. Do not underline the titles. Exchange papers with a partner, and underline the titles in each other's sentences. Then, take turns reading the new sentences, and discuss what you underlined.

Name ____________________ Date ____________________

120 USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Focus on the TEKS (18)

Quotation marks are used to set off words intended as sarcasm or irony.

EXAMPLE: My "kind and thoughtful" brother stranded me at the movie theater to go hang out with his friends.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: Hey, Slugger, are you going to strike out yet again?
Answer: Hey, "Slugger," are you going to strike out yet again?

1. Are you going to invite Miss Personality to the party?
2. Your so-called jokes don't bother me a bit.
3. Whenever we go out, Luis conveniently forgets his wallet.
4. When I failed my driving test, my brother called me Mario Andretti all day.
5. When the car broke down for the second time, my mother exclaimed she was so happy my father had fixed it.
6. Whenever we are talking in class too much, our teacher says thank you for being so wonderful.
7. We went to the Sunshine State for vacation, and it rained the entire time.
8. We stopped at a restaurant in Wisconsin, the Cheese State, and the waitress said they were out of cheeseburgers.
9. Today's special at the school cafeteria was mystery meat and petrified potatoes.
10. When I told my father I couldn't fix the lawnmower, he said it isn't exactly rocket science.

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On the lines provided, write a sentence using the expression provided, along with quotation marks to indicate sarcasm or irony.

Example: best friend
Answer: I found out today that my "best friend" was talking behind my back!

1. joke ____________________
2. ray of sunshine ____________________
3. a real winner ____________________
4. rocket scientist ____________________
5. Brother of the Year award ____________________

Writing and Speaking Application

Work with a partner. Write four sentences that express irony or sarcasm. Do not use quotation marks. Exchange papers with your partner, and insert quotation marks where you think they are needed. Then, read aloud the sentences, and discuss the irony or sarcasm.

Name ______________________________ Date ______________

121 USING HYPHENS IN NUMBERS

Focus on the TEKS (18)

Hyphens are used to join compound numbers and fractions. See the examples below.

Use hyphens for two-word numbers from twenty-one to ninety-nine.	My grandfather turned eighty-one years old yesterday.
Use hyphens in fractions used as adjectives.	I used one-third cup of sour cream.
Use hyphens between a number and a word used as a modifier.	We took a 60-minute bike ride.
Use hyphens for repeated modifiers.	The eleventh- and twelfth-grade students gathered in the cafeteria.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: two thirds cup of soup
Answer: two-thirds cup of soup

1. ninety nine students
2. thirty six inches
3. twenty one miles
4. one and one half cups of pasta
5. two thirds cup of marinara sauce
6. the ninth and tenth grade students
7. a five minute break
8. a two minute phone call
9. a one hour run
10. twenty two years old

Practice B Using Hyphens in Compound Numbers and Fractions

On the lines provided, write a sentence using the number indicated. Be sure to hyphenate the number correctly.

Example: Sixty eight inches
Answer: The nurse told me that I was sixty-eight inches tall.

1. one third cup

____

2. twenty one

____

3. eighty six

____

4. fifty nine

____

5. two and one half tablespoons

____

Writing and Speaking Application

Write three sentences with compound numbers and fractions. Do not hyphenate them. Exchange papers with a partner, and hyphenate the compound numbers and fractions in each other's sentences. Then, take turns reading the new sentences, and discuss what you hyphenated.

Name ______________________ Date ______________

CHAPTER 23

122 USING HYPHENS WITH PREFIXES AND SUFFIXES

Focus on the TEKS (18)

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and words with the suffix *-elect*. See the examples below.

EXAMPLES: post-Shakespeare
self-confidence
President-elect

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens With Prefixes and Suffixes

Read the items below. Then, hyphenate them as needed.

Example: pro Americanism
Answer: pro-Americanism

1. self esteem
2. all state
3. mid March
4. pre Victorian
5. pro Democrat
6. post Easter
7. governor elect
8. mid June
9. ex boyfriend
10. all powerful

Practice B Using Hyphens With Prefixes and Suffixes

Read the items below. Then, write a sentence using the item and a hyphen.

Example: ex girlfriend
Answer: Juan ran into his ex-girlfriend at the mall, and they spoke briefly.

1. self taught ______
2. all encompassing ______
3. mid February ______
4. self motivation ______
5. ex Marine ______
6. pro British ______
7. ex husband ______
8. mayor elect ______
9. all out ______
10. self contained ______

Writing and Speaking Application

Work with a partner. Use a dictionary to find five examples of hyphenated words with suffixes and prefixes. Use each word you found in a sentence. Then, take turns reading aloud the new sentences.

Name ________________________________ Date ________________

Focus on the TEKS (18)

123 USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in *-ly* and compound proper adjectives or compound proper nouns that are acting as an adjective. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

Use hyphens	Do not use hyphens
ten-year-old girl well-made pair of jeans	widely available information The jeans were well made.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: hard and fast rule
Answer: hard-and-fast rule

1. well to do gentleman
2. brother in law
3. bleary eyed child
4. above water rescue
5. sister in law
6. thirty year old man
7. in season produce
8. merry go round
9. up to date information
10. fifty year old woman

Practice B Using Hyphens in Compound Words

Read the items below. Then, write a sentence using the item and hyphens as needed.

Example: jack of all trades
Answer: My uncle who has worked as a carpenter, an electrician, and a plumber is known as a jack-of-all-trades.

1. court martial ________________
2. take off ________________
3. go between ________________
4. friendly looking ________________
5. easy going ________________
6. sixteen year old ________________
7. off season ________________
8. well known ________________
9. mass produced ________________
10. as is ________________

Writing and Speaking Application

Work with a partner. Use a dictionary to find five examples of hyphenated compound words. Use each word in a sentence. Then, take turns reading aloud the new sentences.

Name ______________________ Date ______________

CHAPTER 23

124 USING HYPHENS FOR CLARITY

Focus on the TEKS (18)

Some words or group of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as *semi-*, *anti-*, *de-*, and *re-*, are usually hyphenated when the root word begins with the same vowel.

EXAMPLES: We live in a co-op building, which means my parents own a share of the entire building.
The special-delivery carrier arrived at our door and presented us with four huge boxes.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: reencounter
Answer: re-encounter

1. semiinformative ______
2. reestablish ______
3. wellliked ______
4. semiillustrative ______
5. deemphasize ______
6. reenlist ______
7. antiinflammatory ______
8. reenergize ______
9. semiindependent ______
10. antiindependence ______

Practice B Using Hyphens for Clarity in Sentences

Read the sentences below. Then, rewrite each sentence, correcting errors in hyphenation. If the punctuation is correct, write correct.

Example: After moving 3,000 miles away five years ago, Chris suddenly called me to reestablish our friendship.
Answer: After moving 3,000 miles away five years ago, Chris suddenly called me to re-establish our friendship.

1. The brisk walk reenergized us to go back and study more for our final exam.
______
2. My brother actually broke the air conditioning-unit while he was trying to change the filter.
______
3. The semiinclusive parking lot at our school is for seniors and faculty only.
______
4. The teacher was well liked for her great sense of humor and easygoing personality.
______
5. A group of demonstrators were antiimperialistic and wanted their independence.
______

Writing and Speaking Application

Work with a partner. Use a dictionary to find five examples of hyphenated words. Use each word you found in a sentence, but omit the hyphen. Then, exchange papers with your partner, and add hyphens as needed for clarity. Take turns reading aloud the sentences, and discuss the use of hyphens.

Name ______________________________ Date ______________

125 USING HYPHENS AT THE ENDS OF LINES

Focus on the TEKS (18)

Sometimes long words at the end of a line of print are hyphenated, with part of the word appearing on the next line. This keeps the line-length even, making the text easier to read. If a word must be divided, always divide it between syllables. Always place the hyphen at the end of the first line, not at the beginning of the second line. Do not hyphenate single-syllable words.

EXAMPLE: The junior class president will provide information about the fund-raiser
tomorrow morning.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. Then, rewrite them as if they had to be hyphenated. Put the hyphen in the correct place.

Example: support
Answer: sup-port

1. classroom ______________
2. notebook ______________
3. overheard ______________
4. diving ______________
5. ticket ______________
6. sleeping ______________
7. surgeon ______________
8. focus ______________
9. guiding ______________
10. textbook ______________

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. If the word at the end of the line has been incorrectly divided, then correctly divide the word, or write it as one word.

Example: The principal walked around the school lo-
oking for the student who lost his keys.
Answer: look-ing

1. I forgot to bring my wallet to the mall, so I could not buy anyth-
ing for my mother's birthday. ______________
2. The football players ran onto the field and warm-
ed up before the game. ______________
3. Everyone at the senior class meeting was tal-
king at once, so the vice principal told us to be quiet. ______________
4. The fans applauded for the basketball players as th-
ey ran onto the court. ______________
5. There is a poster of the periodic table of elements in the science laborato-
ry. ______________

Writing and Speaking Application

Write three sentences in which the last word breaks to the next line. Switch papers with a partner. If a word at the end of a line has been incorrectly divided, then correctly divide the word, or write it as one word. Then, read aloud and discuss the sentences.

Name ______________________________ Date ______________

CHAPTER 23

126 USING HYPHENS CORRECTLY TO DIVIDE WORDS

Focus on the TEKS (18)

When using hyphens to divide words, keep the following rules in mind.

Do not divide one-syllable words.	Incorrect: jud-ge Correct: judge
Do not divide a word so that a single letter or the letters *-ed* stand alone.	Incorrect: read-y Correct: ready
Avoid dividing proper nouns and proper adjectives.	Incorrect: Amer-i-can Correct: American
Divide a hyphenated word only after the hyphen.	We are going to visit my brother and my sister- in-law in Toronto.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens Correctly to Divide Words

Read the words below. If the word is hyphenated correctly, write correct. *If the word is hyphenated incorrectly, write the word the way it should appear.*

Example: wish-ed
Answer: wished

1. cloth-ed ______
2. day-light ______
3. thor-ough ______
4. to-day ______
5. lod-ge ______
6. lodg-es ______
7. run-ning ______
8. qui-et ______
9. Brit-ish ______
10. stead-y ______

Practice B Using Hyphens Correctly to Divide Words

Read each group of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: warm-ed warm-ing warm-er
Answer: warmed

1. cloth-es cloth-ing wash-cloth ______
2. fan-ned farm-er frank-ness ______
3. fla-vor-ful fo-ol fruit-less ______
4. base-ball bor-ed broom-stick ______
5. bl-ack guilt-less grate-ful ______
6. spell-ed for-lorn crim-son ______
7. tele-graph a-long te-ll ______
8. finall-y fam-ished fam-ous ______

Writing and Speaking Application

Work with a partner. Write three pairs of words. For each pair, include one word that is hyphenated correctly and one that is hyphenated incorrectly. Exchange papers, and identify the incorrect word. Then, provide the correction, and discuss it with your partner.

Name ______________________________ Date ______________

Focus on the TEKS
(18)

127 USING APOSTROPHES TO FORM POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

Add an apostrophe and *-s* to form the possessive case of most singular nouns.	the student's lunch the bird's nest
Add only an apostrophe to form the possessive of plural nouns ending in *-s* or *-es*.	five birds' nests the knives' handles
Add an apostrophe and an *-s* to show the possessive case of plural nouns that do not end in *-s* or *-es.*	the children's games two deer's tracks
Add an apostrophe and *-s* or just an *-s* to the last word of a compound noun.	my brother-in-law's golf clubs
Use an apostrophe and *-s* or just an apostrophe to form possessives involving time, amount, or the word *sake*.	a day's rest three cents' worth for Chris's sake

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses. Be sure to place apostrophes correctly.

Example: the (players) best game
Answer: the player's best game

1. my (family) home ______
2. the (girls) backpacks ______
3. the (foxes) den ______
4. the (skaters) awards ______
5. the (Smiths) cars ______
6. the (mice) squeaks ______
7. (Sister-in-law) brother ______
8. the (gentlemen) scarves ______

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each sentence, correcting the mistakes with possessive nouns.

Example: The athletes medal is gold.
Answer: The athlete's medal is gold.

1. Mr. Fine does not approve of his sons wives. ______
2. Having four students with the same name in her class added to the new teachers confusion. ______
3. Mary Garcias goal was to write a best-selling novel. ______
4. Mrs. Gonzalezes sons-in-law gave her a surprise birthday dinner. ______
5. The disaster was averted and hundreds of lives saved due to Nilss quick thinking. ______

Writing and Speaking Application

Work with a partner. Write five sentences using possessive nouns. Do not include apostrophes. Exchange papers, and add apostrophes as needed. Then, take turns reading aloud the sentences, and discuss the placement of apostrophes.

Name ______________________________ Date ______________

128 USING APOSTROPHES WITH PRONOUNS

Focus on the TEKS (18)

Apostrophes are used with pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

Use an apostrophe and -*s* with indefinite pronouns to show possession.	somebody's car each other's feelings
Do not use an apostrophe with possessive personal pronouns; their form already shows ownership.	her MP3 player his backpack their idea
Be careful not to confuse the contractions *who's, it's,* and *they're* with possessive pronouns.	Whose sweater is this? Who's going shopping today?

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Form Possessive Pronouns

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write correct.

Example: whose address
Answer: correct

1. someone mobile phone ______
2. somebody baseball glove ______
3. his research paper ______
4. anybody guess ______
5. neither idea ______
6. one feelings ______
7. no one car ______
8. her application ______
9. somebody tennis raquet ______
10. anyone help ______

Practice B Using Apostrophes Correctly With Indefinite Pronouns

Read each indefinite pronoun below. Then, write a sentence of your own using the possessive form of the indefinite pronoun.

Example: someone
Answer: Someone's wallet is on the floor.

1. everybody ______
2. everyone ______
3. neither ______
4. either ______
5. one ______
6. anybody ______
7. someone ______
8. somebody ______

Writing and Speaking Application

Work with a partner. Write five sentences using possessive pronouns. Do not include apostrophes. Exchange papers, and add apostrophes as needed. Then, take turns reading aloud the sentences, and discuss the placement of apostrophes.

Name ______________________________ Date ______________

CHAPTER 23

129 USING APOSTROPHES TO FORM CONTRACTIONS

Focus on the TEKS (18)

Contractions are used in informal speech and writing. Use an apostrophe in a contraction to show the position of the missing letter or letters.

EXAMPLE: We didn't go to visit that college after all. (contraction didn't—did not)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Form Contractions

Read the words below. Then, write a contraction for the words. Be sure to include an apostrophe in the correct location.

Example: should not
Answer: shouldn't

1. are not ______________
2. will not ______________
3. he will ______________
4. I am ______________
5. she will ______________
6. I would ______________
7. we would ______________
8. you are ______________
9. she is ______________
10. they are ______________

Practice B Using Apostrophes Correctly in Contractions

Read the words below. Then, write a sentence of your own using a contraction in place of the words. Be sure to include an apostrophe in the correct location.

Example: We are
Answer: We're sitting at the same table at the junior prom.

1. are not ______________
2. should have ______________
3. should not ______________
4. will not ______________
5. would have ______________
6. they are ______________
7. we are ______________
8. he would ______________
9. Daniela is ______________
10. cannot ______________

Writing and Speaking Application

Write a brief paragraph about your weekend plans. Do not include contractions or apostrophes. Underline the words that can be made into contractions. Exchange papers with a partner, and add the contractions with apostrophes where indicated. Then, take turns reading aloud the rewritten paragraphs, and discuss the placement of contractions.

Name ______________________________ Date ______________________

CHAPTER 23

130 USING APOSTROPHES TO CREATE SPECIAL PLURALS

Focus on the TEKS (18)

Apostrophes can help avoid confusion with special plurals. Use an apostrophe and *-s* to create the plural form of a letter, numeral, symbol, or word that is used as a name for itself.

EXAMPLE: I received four *A*'s and two *B*'s on my report card.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: *p*s and *q*s
Answer: p's and q's

1. nos ________
2. Cs and Ds ________
3. ifs, ands, or buts ________
4. Is ________
5. 3s and 4s ________
6. ABCs ________
7. 123s ________
8. +s and –s ________
9. ?s ________
10. !s ________

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, using apostrophes to avoid confusion.

Example: !s
Answer: There are too many !'s in your personal narrative.

1. ABC ________
2. As and Bs ________
3. 5s ________
4. As and Ans ________
5. Is and yous ________
6. ?s ________
7. :s and ;s ________
8. 10s and 20s ________
9. ps and qs ________
10. Fs ________

Writing and Speaking Application

Work with a partner. Write five sentences that contain plurals of letters, numbers, words, and symbols. Do not include apostrophes. Exchange papers with your partner, and add the apostrophes as needed. Then, take turns reading the sentences aloud, and discuss the placement of apostrophes.

Name ______________________ Date ______________

131 PARENTHESES

Focus on the TEKS (18)

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences. If the material in parentheses is a complete sentence, use an initial capital letter, and place the end mark inside the parentheses. If the information in the parentheses is a phrase, do not use an initial capital letter or end mark inside the parentheses.

EXAMPLES: We went to Corpus Christi (in the southeastern part of the state) to visit my uncle.

New Hampshire is known for its mountains and maple trees. (See the photos below for examples.)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite each sentence, adding the items indicated in parentheses where appropriate in the sentence. If the item is correct as it appears, write correct.

Example: Flannery O'Connor was a Southern Gothic writer. (1925–1964)
Answer: Flannery O'Connor (1925–1964) was a Southern Gothic writer.

1. His research will take him to Pompeii, Rome, and Venice. (1) (2) (3) ______________________
2. In August, A.D. 79, there were signs that the volcano Vesuvius was again about to erupt. (in southwestern Italy) ______________________
3. The violent eruption descended on the city of Pompeii during the hours of early morning. (busy, sunny) ______________________
4. If we wanted to find a universal world language, we could have the whole world speaking it in a decade. (see box below) ______________________
5. Thomas Jefferson served two terms as president of the United States. (1801–1809) ______________________

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (1)
Answer: The Olympic games (1) will be held in Prague; (2) will be held under extremely tight security; and (3) will hopefully proceed peacefully.

1. (college applications) ______________________
2. (school year 2011–2012) ______________________
3. (in Fort Worth, Texas) ______________________
4. (the prom committee) ______________________
5. (I had written the wrong assignment in my agenda.) ______________________

Writing and Speaking Application

Write five sentences that contain parenthetical material, such as dates or any other nonessential information. Do not include the parentheses. Exchange papers with a partner, and add the parentheses as needed. Then, read aloud and discuss the sentences.

Name ______________________ Date ______________

132 BRACKETS

Focus on the TEKS (18)

Brackets are used to enclose a word or phrase added by a writer to the words of another writer. Use brackets to enclose words you insert in quotations when quoting someone else. Note that the Latin expression *sic* (meaning "thus") is sometimes enclosed in brackets to show that the author of the quoted material has misspelled a word or phrase.

EXAMPLE: "A universal languge [*sic*] could be monitored, the pronunciation kept constant, the script guarded from local [or nationalistic] peculiarities."

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Brackets in Quotations

Read each quotation. Then, rewrite each sentence, adding the bracketed item where you think it is appropriate.

Example: "The air in the cave was stail and smelled unpleasant." [*sic*]
Answer: "The air in the cave was stail [sic] and smelled unpleasant."

1. "The light from our miner's lamps penetrated the darkness, and we could see only where the light fell, so we had to feel our way among the rocks." [barely] ______________________
2. "Often we slipped down inclines or fell into potholes and pools." [very steep]
____
3. "Even though we moved, we soon became wet and bruised." [cautiously] ______________________
4. "Finally, we crawled through a low place." [very] ______________________
5. "We came out into a big space with a poole." [*sic*] ______________________

Practice B Revising to Add Brackets to Quotations

Read each quotation. Then, rewrite each quotation, adding sic *in brackets where needed.*

Example: "We walked towards the ralings, which proved to contain a gate."
Answer: "We walked towards the ralings [sic], which proved to contain a gate."

1. "Ian Young opened it with a click of iron, and it swung on unoyled hinges."
____
2. "Beyond it, the dim light showed the forelorn public garden."
____
3. "Their were a few seats beside the path."
____
4. "But in late November, the melancoly of such places could seep into the soul like fungus."
____
5. "Ian Young walked purposefuly onward, neither hurrying nor moving with caution."
____

Writing and Speaking Application

Work with a partner. Write five sentences that contain material that should be bracketed. Do not include the brackets. Exchange papers with your partner, and add the brackets where you think they belong. Then, take turns reading the sentences aloud, and discuss the placement of the brackets.

Name ______________________ Date ______________

133 USING THE ELLIPSIS

Focus on the TEKS (18)

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause or interruption in dialogue. See the examples below.

Use an ellipsis to show omitted words in a quotation.	Marcos told me, "The teacher said that . . . we had two more days to finish the report."
Use an ellipsis to mark a pause in a dialogue or speech.	I said to the children, "OK, kids, ready . . . set . . . go!"

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Ellipses to Show Omissions in Quotations

Read each quotation. Then, rewrite each quotation, using an ellipsis to show the omission of the words in parentheses.

Example: "Our country was invaded in 1941, and almost immediately my sister and I enlisted in the Armed Forces." (almost immediately)
Answer: "Our country was invaded in 1941, and . . . my sister and I enlisted in the Armed Forces."

1. "Umbrellas are seldom useful in Chicago because of the city's strong winds." (city's) ______________

2. "Prying up the disguised trap door, we discovered a secret chamber, once a station on the Underground Railroad." (a secret chamber, once) ______________

3. "My friend Jarmila knows I love to cook, so she brought me a cookbook full of recipes." (knows I love to cook, so she) ______________

4. "Mary Stewart wrote the novel *Airs Above the Ground*." (the novel) ______________

5. "Of the three Watson girls, only Rhonda called me." (Watson) ______________

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, rewrite each quotation, adding an ellipsis to show a pause where you think it is logical.

Example: "I really don't know how or if I'll ever finish these applications."
Answer: "I really don't know how . . . or if . . . I'll ever finish these applications."

1. "If these walls could talk I wonder what they'd say." ______________

2. "Mom, Vincent had a car accident but he isn't hurt." ______________

3. "Oh, thank goodness. What happened?" ______________

4. "I don't know where to start. It all happened so fast!" ______________

5. "This is why I worry so much about the two of you." ______________

Writing and Speaking Application

Work with a partner. Write six sentences that contain material that can be omitted. Do not include the ellipses. Exchange papers with your partner, and replace the words you think can be omitted with ellipses. Then, take turns reading the new sentences aloud, and discuss the placement of the ellipses.

Name ______________________________ Date ______________

134 DASHES

Focus on the TEKS (18)

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses. A dash may also take the place of certain words before an explanation. See the examples below.

Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.	You actually believed her—I told you never to believe a word she says—when she told you she went skydiving!
Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.	The car salesman—tired of helping the impossible customer—simply walked out of the showroom.
Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.	We visited the Vietnam Veterans Memorial—what an experience!—on our trip to Washington, D.C.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, rewrite each sentence, using dashes to emphasize the parenthetical expressions.

Example: After a four-hour flight what a long trip! we finally arrived at our vacation destination.
Answer: After a four-hour flight—what a long trip!—we finally arrived at our vacation destination.

1. The flight I have never seen such a crowded airplane was delayed for three hours. ______________
2. What was the cause I hate when planes are late for the delay? ______________
3. We don't know the reason we think it was mechanical because the pilot never told us. ______________
4. What did you do I never know what to do on a crowded airplane while you waited? ______________
5. I read my book it is the best book ever the entire time. ______________

Practice B Using Dashes for Emphasis in Sentences

Read each expression below. Then, write a sentence of your own, using the parenthetical expression provided and dashes for emphasis.

Example: what a surprise!
Answer: My friends threw me a birthday party—what a surprise!—two days before the actual day.

1. I can't believe I won! ______________
2. I was so disappointed! ______________
3. my father was furious! ______________
4. what a close game ______________
5. can you imagine? ______________

Writing and Speaking Application

Work with a partner. Write five sentences that contain parenthetical expressions. Do not set them off with dashes. Exchange papers with your partner, and add the dashes for emphasis. Then, take turns reading the sentences aloud, and discuss the placement of the dashes.

Name ______________________________ Date ______________

CHAPTER 23

135 SLASHES

Focus on the TEKS (18)

A slash is used to separate numbers in dates and fractions, lines of quoted poetry, or options. Slashes are also used to separate parts of a Web address.

Dates	9/1/96
Fractions	2/3 cup of milk
Line of quoted poetry	I used these lines from a Walt Whitman poem, "Oh Captain! my Captain! our fearful trip is done,/The ship has weather'd every rack, the prize we/sought is won."
Options	We could choose from oatmeal/eggs/toast.
Web addresses	http://www.whitehouse.gov/ (the White House)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Slashes With Numbers

Read each item. Then, write each item using slashes correctly.

Example: July 8, 1995
Answer: 7/8/95

1. three-tenths ______
2. one-fifth ______
3. January 22, 2012 ______
4. May 11, 2010 ______
5. December 3, 1996 ______
6. six-elevenths ______
7. one-third ______
8. January 28, 1968 ______
9. December 11, 2007 ______
10. one-twentieth ______

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, add slashes where needed.

Example: The community pool party was held on 8 17 12.
Answer: The community pool party was held on 8/17/12.

1. The appetizer options are: spring rolls soup salad chicken skewers.
2. The Web address for the Smithsonian Institute is http:www.si.edu.
3. Choose two of the following: strawberries blackberries blueberries cherries.
4. Our school's Web address is http:www.ridgewoodhs.tx.edu.
5. The elections for junior class officers will be held on 10 2 12.
6. My birthdate is 4 7 95.
7. The options for lunch today are: grilled fish grilled chicken grilled cheese.
8. The state standardized test will be held on 1 19 13.

Writing and Speaking Application

Work with a partner. Write five sentences that contain dates, fractions, and options. Do not include slashes. Exchange papers with your partner, and add the slashes as needed. Then, take turns reading the sentences aloud, and discuss the placement of the slashes.

Part 5
Introduction

Part 5 of the *Texas All-in-One Workbook* will help you develop vocabulary skills by giving you practice with elements of vocabulary and with applying spelling rules.

Contents

Name ______________________________ Date ______________

Vocabulary Practice 1: Prefixes

Prefixes: *e-*, *ef-*, *ex-*

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

> **Example:** The Latin prefix *ef-* (also *ex-*) means "something external or outwardly directed." The Latin root *fundere* means "to pour." This word is now *effusive,* which means "pouring freely" or "very enthusiastic." Other prefixes have meanings similar to *ef.* The prefix *e-* means "out" or "away from" and *ex-* means "taking or removing out of something."

A. Use the prefix, word origin, and sentence to write a definition for the boldface word. Check your definitions in a dictionary.

1. *expurgate* is *ex-* and *purgate* (from *purgare* meaning "to purge, purify")

   The office staff **expurgated** all the files when they moved to new headquarters.

   ____

2. *exonerate* is *ex-* and *onerate* (from *onerare* meaning "to load" or "to burden")

   After many years, costly investigations, and trials, the accused was **exonerated.**

   ____

3. *extricate* is *ex-* and *tricate* (from *tricae* meaning "obstacles or trivialities")

   The story protagonist was unable to **extricate** herself from her enemies' plots.

   ____

4. *effervescent* is *ef-* and *fervescent* (from *fervere* meaning "to boil")

   Jill was attractive and **effervescent**— always surrounded by admiring friends.

   ____

5. *emanate* is *e-* and *manate* (from *manare* meaning "to flow")

   Richard's expansive vocabulary **emanated** in lively and interesting conversation.

   ____

B. On another piece of paper, identify the origins and meanings of these prefixed words. Then, write their definitions and use the words in sentences.

1. efface ______________________________
2. elapse ______________________________
3. expatriate ______________________________
4. elude ______________________________
5. emit ______________________________

Name ______________________________ Date ______________

Vocabulary Practice 2: Prefixes

Prefixes: *di-, dia-, dis-*

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

> **Example:** The Greek prefixes *dia-* and *dis-* are forms of the prefix *di-*. The prefix *dia-* means "through, apart, between," while *dis-* means "away, apart." The prefix *dis-* becomes *di-* before consonants *b, d, g, l, m, n, r,* or *v*.

A. Write the prefix *dis-* with the word to make the new word that matches the definition. Use a dictionary to check your answers.

approbation	cord	engage	integrate	avow
allow	enchanted	passionate	oblige	closure

	Prefix and Word	Definition
1.	______________	to deny knowledge or approval of
2.	______________	to refuse to do a favor for; to offend
3.	______________	unemotional, calm, composed
4.	______________	disapproval
5.	______________	lack of agreement; confused noise
6.	______________	to untangle or detach
7.	______________	to refuse to allow; to reject
8.	______________	set free from illusion
9.	______________	to separate into parts or fragments
10.	______________	something revealed or uncovered

B. Write five of the words you created in Exercise A to complete these sentences. Some words require suffixes.

1. Carl ______________ the puppy's tether from the fence post so that he could run.
2. The association decided to ______________ one proposal after a debate.
3. Visitors were ______________ when they ran out of currency and asked for help.
4. When the teacher asked the child who was responsible, he ______________ the situation.
5. A leader is demonstrative about issues, not ______________ and unconcerned.

C. On another piece of paper, make a chart with the headings as shown below. Use the dictionary to get information about these words: *dichotomy, digress, dialect, diagnosis, diathermy, disparate, disconsolate, dispensation, discursive, disparagement.*

Word Prefix and Word Origin	Definition

Name ______________________________ Date ______________

Vocabulary Practice 3: Prefixes

Prefixes: *ab-*, *ob-*

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

> **Example:** The Latin prefix *ob-* means "in the way" or "against." The Latin root *obstare* means "to stand." This word is now *obstacle*, which means "that which opposes or stands in the way." The prefix *ab-*, similar to *ob-*, means "away" or "from," as in *abstain*, which means "to hold oneself away from or back."

A. Use the prefix, word origin, and sentence to write a definition for the boldface word. Check your definitions in a dictionary.

1. *aberration* is *ab-* and *erration* (from *errare* meaning "to wander, go astray")

   The new lab results were an **aberration** of the standard results recorded for the test.

   ____

2. *abstinence* is *ab-* and *tinence* (from *tenare* meaning "to hold")

   Jim's new health plan included complete **abstinence** from junk food and candy.

   ____

3. *abstruse* is *ab-* and *truse* (from *trudere* meaning "to thrust or push")

   The freshmen found the professor's new and confusing ideas quite **abstruse.**

   ____

4. *obviate* is *ob-* and *viate* (from *viam* meaning "way")

   Carl thought that backup files would **obviate** the need for printing hard copies.

   ____

5. *obsequious* is *ob-* and *sequious* (from *sequi* meaning "to follow")

   Charlotte's **obsequious** co-worker never disagreed with her.

   ____

B. Identify the origins and meanings of these prefixed words. Then, use the words in sentences.

1. abeyance ______________________________
2. abhorrence ______________________________
3. obdurate ______________________________
4. abstract ______________________________
5. obsess ______________________________

____

____

____

____

____

Name ______________________________ Date ______________

Vocabulary Practice 4: Prefixes

Prefixes: *co-, con-, com-, col-, cor-*

A **prefix** is a word part that is added to the beginning of a word that changes the meaning of the word.

> **Example:** The Latin prefix *co-* means "with" or "together." Adding *co-* to the word *operate*, meaning "to work," makes *cooperate*, which means "to work with" or "to work together." The prefixes *con-*, *com-*, *col-*, and *cor-* also mean "with" or "together."

A. Add a word to each prefix to make the new word that matches the definition.

trite	**respond**	**glomerate**	**league**	**passionate**
mensurable	**efficient**	**lateral**	**relate**	**ordinate**

1. *co* and ______________ means "equal in importance, rank, or degree"
2. *col* and ______________ means "running side by side; parallel"
3. *cor* and ______________ means "to be in agreement or harmony"
4. *cor* and ______________ means "to put into complementary or reciprocal relation"
5. *con* and ______________ means "to form into an adhering or rounding mass"
6. *com* and ______________ means "feeling or showing sympathy"
7. *col* and ______________ means "a fellow member of a profession"
8. *con* and ______________ means "feeling regret for one's offenses"
9. *co* and ______________ means "a number or symbol multiplying a variable"
10. *com* and ______________ means "measurable by a common standard"

B. Add *co-*, *con-*, *com-*, *col-*, or *cor-* to these words and write the new words. Then, write the words in the sentences.

mission ______________ fluent ______________ strict ______________

incidence ______________ lapse______________

1. Two ______________ rivers created a huge delta at the mouth.
2. The gymnast was near ______________ from exhaustion.
3. Jen didn't think it was a ______________ that Julie wore an identical dress to the prom.
4. Last year's shoes were so small that Marco feared they would ______________ his feet.
5. Tatiana hoped that the ad agency would ______________ her to develop new art ideas.

C. Using a dictionary, make a list of other words with the prefixes *co-*, *con-*, *com-*, *col-*, or *cor-*.

Name ____________________ Date ____________

Vocabulary Practice 5: Suffixes

Suffixes: *-ity, -ty, -y*

A **suffix** is a word part added to the end of a word that changes the word's meaning.

Example: The Latin suffixes *-ity*, *-ty*, and *-y* mean "state or quality of." Adding *-ity* to *pure* makes *purity;* adding *-ty* to *loyal* makes *loyalty;* adding *y* to *fruit* makes *fruity.*

A. Underline the words in the sentences with the suffixes *-ity*, *-ty*, or *-y*. Then, write the letter of the definition before the sentence.

a. recklessness
b. government pardon
c. moral corruption
d. inadequate
e. lightness of manner or speech
f. something beyond doubt; a certainty
g. proud in a condescending way
h. daring; boldness
i. meaningful and brief
j. lacking in strictness or firmness

____ 1. The library offered amnesty to borrowers who returned overdue books.

____ 2. Brian's jokes added a touch of levity to the birthday celebration.

____ 3. Illegal campaign contributions added depravity to the governor's race.

____ 4. The principal criticized Mr. Banks for his laxity in classroom management.

____ 5. Jose thought the batter had audacity to argue over a called strike.

____ 6. The column on affordable day care was precise and pithy according to readers.

____ 7. Patty felt confident that her selection for the lead in *Our Town* was a surety.

____ 8. The guide scolded Jim for his temerity in hiking without proper equipment.

____ 9. Dena thought the cafeteria lunch portions were measured and scanty.

____ 10. The new senior class president walked with a vain and haughty air.

B. Write five more words with the suffixes *-ity*, *-ty*, and *-y* and define them on the lines below. Check your answers in a dictionary.

-ity	*-ty*	*-y*
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____

Name ______________________________ Date ______________

Vocabulary Practice 6: Suffixes

Suffixes: *-ance, -ancy, -ence, -ency*

A **suffix** is a word part added to the end of a word that changes the word's meaning. Words have evolved from their origins in spelling and meaning over time.

> **Example:** The Latin suffix *–ance* means "the act or process of" as in *acceptance*, or "the state or quality of " as in *appearance*. Other suffixes have spellings and meanings similar to *–ance*. The suffix -*ancy* is a form of -*ance* and has the same meaning. The suffix -*ence* means "act, fact, quality, state, result, or degree" and -*ency* is a form of -*ence* and has the same meaning.

A. Write the words with the suffixes listed to form new words. Some words change spellings when adding the suffix. Use a dictionary, if necessary.

-ance	***-ancy***	***-ence***	***-ency***
comply	tenant	indolent	expedient
vigil	occupy	eloquent	consistent
sustain	buoyant	defer	resilient
acquaint	vacant	creed	complacent
concord	hesitate	prude	insolvent
tolerate	discrepant	permanent	reside

New Words

________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

B. Write ten words you wrote in Exercise A with their definitions.

	Word	**Definition**
1.	________________	a. ability to spring back into shape
2.	________________	b. belief in another's report
3.	________________	c. lack of agreement
4.	________________	d. suitability for a given purpose
5.	________________	e. that which maintains life
6.	________________	f. a taking or keeping in possession
7.	________________	g. careful management
8.	________________	h. harmony
9.	________________	i. bankruptcy
10.	________________	j. dislike of work; idleness

C. On another piece of paper, write the definitions of the words you did *not* use in Exercise B.

Name ____ Date ____________________

Vocabulary Practice 7: Suffixes

Suffixes: *-ary, -ery, -ry*

A **suffix** is a word part added to the end of a word that changes the word's meaning. Words have evolved from their origins in spelling and meaning over time.

> **Example:** The English word *literary*, which means "having the nature of literature," comes from the Latin word *littera*, meaning "letter." The suffix ending *-ary* means "having the nature of" or "concerning." Other suffixes with meanings similar to *–ary* are *-ery* and *–ry*, which mean "state or quality of."

A. Underline the words with the suffixes *-ary, -ery,* or *-ry.* Then select the definition for each underlined word and write the letter of the definition before the sentence.

a. boldness, shamelessness
b. inn, hotel
c. merrymaking
d. fixed, not movable
e. as an honor, without service or pay
f. living in the same period
g. a famous intellectual
h. figures of speech, descriptions
i. third in rank or order
j. unusual, exceptional

____ 1. Graduating students participated in celebrations and revelry until dawn.
____ 2. Whittier was a contemporary of Lowell and the other Fireside Poets.
____ 3. The teacher discussed the poem's imagery to create vivid pictures.
____ 4. People were surprised by the writer's effrontery at the interview.
____ 5. Jonas Salk was a luminary in the field of medicine.
____ 6. On our European vacation, we stayed at a very nice hostelry.
____ 7. Well-known philanthropists were given honorary degrees by the college.
____ 8. A woman held the tertiary position as second vice president.
____ 9. Long ago, school desks were stationary—a sign of the rigidity of classrooms.
____ 10. Through extraordinary efforts, police and dogs rescued a child in a fire.

B. Write two other words with the suffixes *-ary, -ery,* or *-ry* and use the words in sentences. Check your answers in a dictionary.

-ary	***-ery***	***-ry***
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Name ____ Date ________________

Vocabulary Practice 8: Suffixes

Suffixes: *-al, -etic, -ic, -ical*

A **suffix** is a word part added to the end of a word that changes the word's meaning. Words have evolved from their origins in meaning and spelling over time.

> **Example:** The Greek suffix *-ic* means "relating to." Adding *-ic* to *poet* makes *poetic*, which means "characteristic of poetry." The suffixes *-etic*, *-ical*, and *-al* also mean "of" or "relating to."

A. Underline the suffixes *-ic*, *-etic*, *-ical*, or *-al* in the boldface words. Then, write a word from the list in each sentence.

ascetic "of self-discipline"; "denial"
vitriolic "bitter and scathing"
prosaic "straightforward"; "dull"
polemical "of controversy or argument"
soporific "causing sleep"; "lethargic"
prolific "producing abundance"
esoteric "understood by a chosen few"
banal "drearily commonplace"; "trite"
euphonic "agreeable to the ear"
pedantic "concern for rules"; "details"

1. The author, who produced two books a year, was a ____________________ writer.
2. Dr. Toth's new theory proved to be quite ____________________ at the recent science symposium.
3. When the teacher turned the lights off, the class found the film very ________________.
4. The internal rhyme of the poem made it ____________________ when read aloud.
5. Bare walls and plain furniture made Trina's dorm room look ____________________.
6. The ____________________ article was readable only to those who understood baseball statistics.
7. A well-known columnist wrote a ____________________ critique of the pop star's new album.
8. With its theme of boy meets girl, the book was ____________________ and had no depth.
9. Hal wrote a very ____________________ essay, using no literary techniques or poetic styles.
10. Joy's __________________ English professor spent more time on rules than on literature.

B. Write the word that is combined with the suffix to make the new word. Then, write the definition of the new word. Check your definitions in a dictionary.

academia **frenzy** **botany** **crypt** **remedy**

1. ____________________ and *-al* make *remedial* ________________________________
2. ____________________ and *-ic* make *cryptic* ________________________________
3. ____________________ and *-etic* make *frenetic* ________________________________
4. ____________________ and *-ical* make *botanical* ________________________________
5. ____________________ and *-ic* make *academic* ________________________________

C. Write a sentence using each italicized word in Exercise B.

Name ______________________________ Date ______________

Vocabulary Practice 9: Word Roots

Word roots: *-fac-, -fact-, -fect-, -fic-*

A **word root** is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meanings to word roots. If you know the meaning of a word root, you can determine the meaning of the whole word.

> **Example:** The Latin word *afficere* means "a state of feeling." The Latin root *-fect-* means "to do" or "to make." Adding the prefix *af-*, meaning "to" or "toward," and the suffix *-ion*, meaning "state or quality of," makes *affection*, which means "fondness" or "regard toward someone or something." The roots *-fac-*, *-fact-*, and *-fic-* also mean "to do or make."

A. Underline the root in each boldface word. Explain the meaning of the word as it is used in the phrase. Then, write a sentence using the phrase given or one of your own.

> **Example: efficiency** expert *-fic-* A person who is knowledgeable about ways to produce something without waste of time, effort, money, and so forth.
>
> The company hired an efficiency expert to help people save time.

1. course **proficiency** ______________________________
2. **defective** computer ______________________________
3. delicious **confection** ______________________________
4. **officious** maitre d' ______________________________
5. **facsimile** quality ______________________________
6. **infectious** laugh ______________________________
7. vocal **faction** ______________________________
8. **factual** article ______________________________
9. **fictitious** account ______________________________
10. diverse **faculty** ______________________________

B. On another piece of paper, write sentences for these words: *artifice, facile, efficient, fictional, refectory.*

Name ______________________________ Date ______________

Vocabulary Practice 10: Word Roots

Word roots: *-ang-, -flect-, -flex-, -frag-, -fract-*

A **word root** is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. If you know the meaning of a word root, you can determine the meaning of the whole word.

Example: The Latin root *-flect-* means "bend." Adding the prefix *re-*, meaning "back," and the suffix *-ion*, meaning "the state or quality of," to the root *-flect-* makes *reflection*, which means "a turning or bending back on oneself." Other roots have meanings similar to *-flect-*. The word roots *-fract-* and *-frag-* mean "break" and *-flex-* and *-ang-* mean "bend."

A. Choose and write the word that completes each sentence. Underline the roots in the answer choices.

1. A good driver is aware of other drivers' responses and has good ______________.

   fragility **reflexes** **angles**

2. Dr. Newman has a(n) ______________ schedule, which allows him to see patients in an emergency.

   flexible **angular** **fragile**

3. The player ______________ the ball with his hand, which saved him from injury.

   inflection **refracted** **deflected**

4. It was a(n) ______________ of the law to make a U-turn, which the driver soon learned.

   fragment **infraction** **reflection**

5. The architect drew a(n) ______________ window for the small corner space in the room.

   reflex **flexible** **angular**

6. Being ______________ makes it difficult to change plans or be spontaneous.

   inflexible **flexion** **reflexive**

7. A kitten, found in the basement, was frightened, hungry, and in a ______________ condition.

   fragmented **refracted** **fragile**

8. The ______________ in Annabel's tone of voice revealed a question in her mind.

   fragility **inflection** **infraction**

9. Dr. Geuss examined and measured the ______________ in his patient's leg .

   flexion **refraction** **reflection**

10. Many employees have ______________ to accommodate their needs for family time.

    flexors **angularity** **flextime**

B. On another piece of paper, explain each answer in Exercise A in a statement like this:

The word _______ is the answer because the root _______ means "_______" and the word _______ means "_______."

Then, choose five other words with the roots *-ang-, -flect-, -flex-, -frag-*, and *-fract-*, and write sentences using the words.

Name ______________________________ Date ______________

Vocabulary Practice 11: Word Roots

Word root: *-ject-*

A **word root** is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of a word root can help you determine the meaning of the whole word.

> **Example:** The Latin root *-ject-* means "throw." Adding the prefix *tra-*, a form of *trans-*, meaning "across," and the suffix *-ory*, meaning "having the quality of," to the root *-ject-* makes *trajectory*, which means "the path of a moving body through space."

A. Add the prefixes to the root *-ject-* and write the new words in the first box. Then, add suffixes to the prefixed words you wrote and write those words in the second box. Write as many words as you think there are with the root *-ject-*. Write on another piece of paper, if necessary. Then, check all your words in a dictionary.

Prefix	**Prefix Added to *–ject-***	**Suffixes**	**Words with Prefixes and Suffixes**
pro- "forward"	1. ____________	***-ile*** "suitable for"	1. ____________
sub- "under"	2. ____________	***-ion*** "act or condition of"	2. ____________
ob- "over, against, toward"	3. ____________	***-ure*** "action or process"	3. ____________
re- "back, again"	4. ____________	***-ive*** "of, relating to"	4. ____________
in- "into"	5. ____________	***-or*** "one who is or does"	5. ____________
inter- "between, among"	6. ____________		6. ____________
de- "off, away from, down"	7. ____________		7. ____________
con- "with, together"	8. ____________		8. ____________
ab- "from, away"	9. ____________		9. ____________
e- "from, out"	10. ____________		10. ____________

B. Write the words from Exercise A in the sentences. You will use words from both columns.

1. The actor needed to learn how to ________________ his voice to the back of the theater.
2. Diana decided to ____________________ her employer's contract proposal.
3. The predictions for the winner of the World Cup were all ____________________, or based on speculation.
4. The prosecutor knew that the defense would ____________________ to his questioning.
5. Some people believe that taste in art is purely ____________________ because it is so personal.
6. The vaccine was prescribed in the form of an ____________________ rather than orally.
7. Everyone felt complete ____________________ after losing to the worst team.
8. If the referee caught Larry in one more foul, he would ____________________ him from the game.
9. Mayors touring the country were disturbed by such ____________________ poverty.
10. A ____________________ hit the car from an explosion five hundred yards away.

Name ______________________________ Date ______________

Vocabulary Practice 12: Word Roots

Word roots: *-cap-, -capt-, -cept-, -cip-*

A **word root** is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of a root can help you determine the meaning of the whole word.

> **Example:** The Latin root *-cip-* means "to take or receive." The Latin word *recipere* is now the English word *recipient,* which means "one who receives." Other roots have meanings similar to *-cip-*. The word root *-cept-* means "to take or receive" and *-cap-* and *-capt-* mean "to seize or hold."

A. Write the word that completes each sentence. Underline the root in each answer choice.

1. Colby's teacher handed back his incomplete paper, noting that it was ______________.
   recaptured **receptive** **unacceptable**
2. Dana threw her candy wrapper into the nearest trash ______________.
   receptacle **reception** **conception**
3. Lee assured her boss that she could ______________ the project and begin work on it soon.
   recapitulate **conceptualize** **except**
4. The sophomores knew that to get "A's," their papers had to be ______________.
   intercepted **exceptional** **participants**
5. Only a singer with Beth's star quality could ______________ an audience so completely.
   capitalize **capsize** **captivate**
6. What ______________ Susan's asthma attack was a mystery to Dr. Ross.
   precipitated **reciprocated** **recaptured**
7. Ben was known to be ______________: he often saw through appearances to the truth.
   recipient **percipient** **reciprocal**
8. Deb was glad she had brought her camera to ______________ the historic event.
   capitalize **caption** **capture**
9. The ______________ newspaper ad described the basement apartment as "ground level."
   receptive **deceptive** **recaptured**
10. Rona thought she could ______________ her half-hour speech into ten minutes.
    recapitulate **reciprocate** **capacity**

B. Use these words in sentences.

1. perceptive ______________________________
2. reciprocity ______________________________
3. capitulate ______________________________
4. captivate ______________________________
5. percipient ______________________________

Name ______________________________ Date ______________

Vocabulary Practice 13: Word Roots

Word roots: *-trud-, -trus-*

A **word root** is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of the root can help you determine the meaning of the whole word.

> **Example:** The roots -*trud*- and -*trus*- mean "thrust or push." Adding the prefix *pro-*, meaning "forward," and the suffix -*ion*, meaning "act or condition of," to -*trus*- makes *protrusion*, which means "something that juts or bulges out."

A. Use the prefix and suffix meanings and the root meaning to write the definitions of these words. Then, check your definitions in a dictionary.

Prefixes and Their Meanings	Suffixes and Their Meanings
pro- "forward"	*-er* "one who is or does"
ob- "over, against, toward"	*-ion* "act or condition of"
in- "into"	*-ness* "act or quality"
abs "from, away"	*-ive* "of, relating to"
	-ile "suitable for"

1. obtrusive ______________________________
2. intrusion ______________________________
3. protrusion ______________________________
4. intrusive ______________________________
5. obtruded ______________________________
6. intrude ______________________________
7. abstruse ______________________________
8. protruded ______________________________
9. abstruseness ______________________________
10. protrusile ______________________________

B. Use the words in Exercise A to complete the sentences.

1. The air conditioner ________________ precariously from the window ledge.
2. Betsy resisted the urge to read her sister's diary; it would be too ________________.
3. The historian's ________________ speech was replete with specialized vocabulary.
4. Tony interrupted his parents' conversation, saying, "I'm sorry for the ________________."
5. Dee's ________________aunt arrived uninvited and stayed for days before the wedding.
6. An elephant's trunk is a ________________ because it can be used to grab objects.
7. The spectators were annoyed by the ________________ of the players' argument.
8. Jon's brother always tried to ________________ in conversations with his friends.
9. A ________________ in the back of an open truck must be flagged to alert other drivers.
10. Driving with the top down, the radio sound ________________ upon the quiet country air.

C. On another piece of paper, write the meanings of these words and use them in sentences: *intruder, intrusiveness, protrusive, obtruding, abstrusely.*

Name ______________________________ Date ____________

Vocabulary Practice 14: Prefixes, Suffixes, and Word Roots

A **prefix** is a word part added to the beginning of a word. A **suffix** is a word part added to the end of a word. A **word root** is a word part, or group of letters, that forms the basic part of a word. If you know the meanings of prefixes, suffixes, and word roots, you can figure out the meanings of whole words.

A. Using this chart of prefixes, roots, and suffixes, write the definitions for the words below the chart. Check your definitions in a dictionary.

Prefixes	Roots	Suffixes
ex-, *e-*, *ef-* "from, out" *di-*, *dis-* "opposite, apart, away" *ob-* "in the way, against" *ab-* "away from" *co-*, *con-*, *com-*, *col-*, *cor-* "with, together" ____ ____ ____ ____ ____ ____ ____	*-fac-*, *-fact-*, *-fect-*, *-fic-* "do or make" *-flect-*, *-flex-*, *-ang-* "bend" *-frag-*, *-fract-* "break" *-ject-* "throw" *-cap-*, *-capt-*, *-cept-*, *-cip-* "take, seize, hold" *-trud-*, *-trus-* "thrust, push" ____ ____ ____ ____ ____ ____	*-ity*, *-ty*, *-y* "state or quality of" *-ance*, *-ence*, *-ency*, *-ant*, *-ent* "act or state of" *-ry*, *-ery* "state or quality of" *-ary* "related to" *-ic*, *-etic*, *-ical*, *-al* "of, like, related to" *-ion* "act or condition of" *-ure* "action or process" ____ ____ ____ ____ ____

1. extrusion ______________________________
2. complacency ______________________________
3. abstinence ______________________________
4. objectivity ______________________________
5. dejection ______________________________
6. exceptional ______________________________
7. effluence ______________________________
8. fragility ______________________________
9. deception ______________________________
10. conjecture ______________________________

B. Add other prefixes, word roots, and suffixes to the chart. On a separate page, create words by combining the word parts in your chart. Then, write the definitions of the words.

Name ______________________________ Date ______________

Vocabulary Practice 15: Synonyms

A **synonym** is a word with the same or nearly the same meaning as another word.

Example: The word *strife* is a synonym for the word *conflict.*

A. Match each word in **boldface** with a synonym by writing the letter of the synonym after the word. Then, write another synonym for each word. Check your words in a dictionary or thesaurus.

Words		Synonyms	Synonyms
1. **gambol**	______	a. confuse	______
2. **abeyance**	______	b. eagerness	______
3. **fetid**	______	c. involve	______
4. **largess**	______	d. stubborn	______
5. **wan**	______	e. reserve	______
6. **corpulence**	______	f. discontinuance	______
7. **verdant**	______	g. putrid	______
8. **mettle**	______	h. clarity	______
9. **malapropism**	______	i. colorless	______
10. **alacrity**	______	j. obesity	______
11. **implicate**	______	k. frolic	______
12. **diffidence**	______	l. misusage	______
13. **obfuscate**	______	m. ardor	______
14. **obstinate**	______	n. green	______
15. **lucidity**	______	o. generosity	______

B. Write ten of the boldface words from Exercise A in the sentences.

1. When night fell, the forest elves and fairies would ______________ in the moonlight.
2. The parade's ______________ was ordered by the Town Council.
3. The ______________ swampland was caused by chemical dumping.
4. The Farleys were known among charity circles for their ______________.
5. Toby's face was ______________ and expressionless when he heard about the accident.
6. The audience was amazed at the ______________ of the Sumo wrestlers.
7. After the rain, the forest looked lush and ______________.
8. The trainer needed patience, control, and ______________ to handle the unruly dog.
9. Lana couldn't hold a conversation without a ______________ or two.
10. Sal began his first varsity game at shortstop with ______________ and optimism.

C. On separate paper, write a sentence for each of the five words *not* used in Exercise B.

Name ______________________________ Date ______________

Vocabulary Practice 16: Synonyms

A **synonym** is a word with the same or nearly the same meaning as another word.

Example: The word *aberration* is a synonym for *deviation.*

A. Underline the word in each sentence that is a synonym for the boldface word. Then write a sentence using the boldface word.

1. The principal admonished several students for their offensive behavior.

   reprimanded ______________________________

2. Charlie was disaffected by his family's announcement regarding their relocation.

   malcontent ______________________________

3. Despite her doctor's warnings, Trish was overindulgent on her vacation.

   unconstrained ______________________________

4. Alan's diffidence resulted from being an only child, raised by protective parents.

   insecurity ______________________________

5. The typewriter was a precursor to the teletypewriter, which sent messages by telephone and telegraph.

   forerunner ______________________________

6. Mrs. Hanley was effusive about her precocious child, who was also disrespectful.

   exceptional ______________________________

7. The coach tried to ameliorate the relationship between students and faculty.

   rectify ______________________________

8. Dylan liked to pepper his conversation with platitudes to irritate his friends.

   clichés ______________________________

9. Joanne has a proclivity to being a spendthrift, which she may regret.

   tendency ______________________________

10. The clerk's arrogance compared favorably to the customer's audacity.

    brazenness ______________________________

B. Write a brief definition for each word.

1. **reprimanded** ______________________________
2. **rectify** ______________________________
3. **brazenness** ______________________________
4. **malcontent** ______________________________
5. **unconstrained** ______________________________
6. **insecurity** ______________________________
7. **forerunner** ______________________________
8. **exceptional** ______________________________
9. **clichés** ______________________________
10. **tendency** ______________________________

Name ______________________________ Date ______________

Vocabulary Practice 17: Synonyms

A **synonym** is a word with the same or nearly the same meaning as another word.

Example: The word *continuous* is a synonym for *uninterrupted.*

A. Underline the word in each sentence that is a synonym for the boldface word. Then, write another synonym for the boldface word.

1. Kelly was vigilant about the safety of her younger sister especially when visiting the city. **guarded** ____________________
2. Normally decisive and positive, Don was ambivalent about the job offer. **determined** ____________________
3. The coach was vehement about the rules for practice and diet during the football season. **earnest** ____________________
4. Mabel's absence from the meeting was an aberration that everyone noticed since she was always present. **exception** ____________________
5. No one could figure out the professor's academic lecture; it certainly was obtuse. **dull** ____________________
6. Jaws of life were used to extricate the entangled accident victims. **withdraw** ____________________
7. Nelson was an expatriate and wanted to return to his native country. **exile** ____________________
8. It was three decades since the classmates had seen each other, so memories of their friendship eluded them. **escaped** ____________________
9. Students became complacent after the departure of their enthusiastic teacher. **indifferent** ____________________
10. Dr. Zane liked to dazzle his students with rhetorical questions, and their expressions amused him. **abstract** ____________________
11. Classmates did not anticipate Todd's droll reading of his prosaic writings. **mundane** ____________________
12. The puppy collected a conglomeration of insignificant items under the sofa. **assortment** ____________________
13. There was no justification for the tardiness of the guests to the reception. **explanation** ____________________
14. Joshua was an erudite, ambitious young man, destined to reach his highest goals. **educated** ____________________
15. The contract delineated specific requirements for deadlines and payments. **outlined** ____________________

B. On another piece of paper, write a sentence using each boldface word in Exercise A.

Name ______________________________ Date ______________

Vocabulary Practice 18: Antonyms

An **antonym** is a word that is opposite in meaning to another word.

Example: The word *boisterous* is an antonym for the word *quiet.*

A. Underline the word in each sentence that is an antonym for the boldface word. Then, write a sentence using the underlined word.

1. The extemporaneous speech by the young orator was more impressive than the carefully **prepared** remarks by his mentor.
____
2. Jen's blithe spirit is a sharp contrast to her twin brother's **gloomy** demeanor.
____
3. To make soil richer, more **productive,** farmers allow land to lie fallow for years.
____
4. My parents are dubious, but Jill's are **positive** about our driving across country.
____
5. The accused was absolved of wrongdoing and someone else was **implicated.**
____
6. Northern gardeners prefer hardy plants to **fragile** ones that cannot survive frosts.
____
7. Karen's broken leg was an inauspicious beginning to an otherwise **favorable** year.
____
8. One candidate's injurious tactics and the other's **inoffensive** ones were publicized.
____
9. Our vacation plans are still nebulous because unexpected guests prevent our making them **specific.** ______________________________
10. People wearing seatbelts are unscathed; those who are **unprotected** are injured.
____

B. Write an antonym for each boldface word. Then, write a sentence using each phrase.

1. **tenuous** evidence ______________________________
2. **dispassionate** spectators ______________________________
3. **enigmatic** smile ______________________________
4. **impetuous** child ______________________________
5. coach's **laxity** ______________________________

Name ______________________________ Date ______________

Vocabulary Practice 19: Antonyms

An **antonym** is a word that is opposite in meaning to another word.

Example: The word *paragon* is an antonym for the word *pariah.*

A. Match each boldface word with an antonym. Write the letter of the antonym before the word. Then, write another antonym for each boldface word.

	Word	Antonym	Antonym
____	1. **plaintive**	a. compliant	______________
____	2. **effrontery**	b. structured	______________
____	3. **discursive**	c. terse	______________
____	4. **resilient**	d. lengthiness	______________
____	5. **lassitude**	e. focused	______________
____	6. **zenith**	f. ineffective	______________
____	7. **veracity**	g. one-sided	______________
____	8. **multifarious**	h. bottom	______________
____	9. **amorphous**	i. courtesy	______________
____	10. **loquacious**	j. energy	______________
____	11. **malign**	k. brittle	______________
____	12. **recalcitrant**	l. insincerity	______________
____	13. **aggrandize**	m. jubilant	______________
____	14. **efficacious**	n. condense	______________
____	15. **brevity**	o. praise	______________

B. Write ten of the boldface words from Exercise A in the sentences.

1. The ______________ lecture was rambling and hard to follow.
2. Nolan had never encountered such ______________ from a new and inexperienced employee.
3. With three straight championships, the Blazers were at their ______________.
4. Julio's writing was characterized by ______________, forthrightness, and zeal.
5. Jill liked dancewear made from fabric that was lightweight and ______________.
6. The design for the new town park seemed ______________ and ill-planned.
7. Carla developed an ______________ ad campaign to reach a variety of customers.
8. The wolves' ______________ howls sounded like mourners at a funeral.
9. Basketball practice left Mary in a state of weakness and ______________.
10. The scientist was known for the clarity and ______________ of his reports.

C. On other paper, write a sentence using each boldface word *not* used in Exercise B.

Name ______________________________ Date ______________

Vocabulary Practice 20: Antonyms

An **antonym** is a word that is opposite in meaning to another word.

Example: The word *taciturn* is an antonym for the word *communicative*.

A. Write two antonyms for each boldface word. Then, write a sentence using the boldface word.

egoistic	befriended	donate	stingy	unspoiled
commend	spotless	succinct	plain	mischievous
terse	deflect	pale	separate	hospitable
praise	pliable	nasty	obedient	disentangle

1. **desolate** ______________ ______________

____

2. **garner** ______________ ______________

____

3. **voluble** ______________ ______________

____

4. **marred** ______________ ______________

____

5. **altruistic** ______________ ______________

____

6. **enmesh** ______________ ______________

____

7. **florid** ______________ ______________

____

8. **lampoon** ______________ ______________

____

9. **recalcitrant** ______________ ______________

____

10. **cherubic** ______________ ______________

____

B. Substitute an antonym for the boldface word in each phrase. Then, use the new phrase in a sentence. Use a dictionary or thesaurus, if necessary

1. **adroit** craftsman ______________________________
2. **deprecatory** stares ______________________________
3. **elegiac** speech ______________________________
4. **lithe** dancer ______________________________
5. **poignant** moment ______________________________

Name ______________________________ Date ______________

Vocabulary Practice 21: Synonym and Antonym Review

A **synonym** is a word with the same or nearly the same meaning as another word. An **antonym** is a word that is opposite in meaning to another word.

Example: A synonym for *appease* is *placate*. An antonym for *appease* is *provoke*.

A. Write a synonym and an antonym for the boldfaced word in each sentence.

1. Katya was **thoughtless** when she said her little sister's dress was babyish.
   synonym: ______________ antonym: ______________
2. Saul could hear the sound of **jocularity** coming from the party in the gym.
   synonym: ______________ antonym: ______________
3. The mid-July Sunday dawned hazy, hot, and **humid.**
   synonym: ______________ antonym: ______________
4. Neighbors **condemned** the school committee for failing to repair North High.
   synonym: ______________ antonym: ______________
5. The movie was more than three hours long, but yet, it was very **engrossing.**
   synonym: ______________ antonym: ______________
6. Cindy thought that PhotoCorp and Pix Co. should **merge** into one company.
   synonym: ______________ antonym: ______________
7. Sandy was in the **forefront** of his school's volunteer team for the food drive.
   synonym: ______________ antonym: ______________
8. Summit Avenue runs **perpendicular** to Beacon Street.
   synonym: ______________ antonym: ______________
9. With extreme **caution,** Jim moved slowly as he learned to rollerblade.
   synonym: ______________ antonym: ______________
10. Donna was extremely **frugal** when it came to spending money on clothes.
    synonym: ______________ antonym: ______________

B. Write two synonyms and two antonyms for the boldface words. Use a thesaurus to check your answers.

1. **compliant** synonyms: ______________ antonyms: ______________
2. **alacrity** synonyms: ______________ antonyms: ______________
3. **veracity** synonyms: ______________ antonyms: ______________
4. **assurance** synonyms: ______________ antonyms: ______________
5. **aggrandize** synonyms: ______________ antonyms: ______________
6. **nebulous** synonyms: ______________ antonyms: ______________
7. **callow** synonyms: ______________ antonyms: ______________
8. **denounce** synonyms: ______________ antonyms: ______________
9. **officious** synonyms: ______________ antonyms: ______________
10. **redundant** synonyms: ______________ antonyms: ______________

Name ____________________ Date ____________

Vocabulary Practice 22: Analogies

An **analogy** shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words.

Example: One type of relationship is a *function* relationship. In EAR:HEAR::EYE:SEE, "hear" and "see" are functions of "ear" and "eye."

Example: Another type of analogy shows a *cause-effect* relationship. In BURN:PAIN::SLEEP:REST, "burn" causes "pain," and "sleep" causes "rest."

A. Determine the relationship between the first pair of words. Then write the word that completes the second pair of words in the analogy.

1. NEWS:DESCRIPTION::COMMERCIAL:____________

   a. influence b. information c. capitalism

2. PAUCITY:HUNGER::DISCIPLINE:____________

   a. sharpen b. order c. command

3. ANESTHETIC:NUMB::LEAVEN:____________

   a. complete b. equalize c. raise

4. LIGAMENT:CONNECT::ADDENDUM:____________

   a. supplement b. discharge c. change

5. COMPROMISE:SOLUTION::ANCHOR:____________

   a. stability b. dissipation c. retention

6. FLOOD:DESTRUCTION::CURMUDGEON:____________

   a. confusion b. lenience c. discord

7. EATING:SATIATION::FORGERY:____________

   a. sympathy b. beguilement c. spontaneity

8. LANGUAGE:COMMUNICATION::PRACTICE:____________

   a. mistakes b. performance c. perfection

9. DISUSE:ATROPHY::DROUGHT:____________

   a. polyphony b. thirst c. growth

10. DINGHY:TRANSPORT::TIRADE:____________

    a. denounce b. venerate c. exclaim

B. Write a word to complete these analogies.

1. TRAVESTY:RIDICULE::RADIATOR:____________
2. PERFIDY:MISTRUST::VIRUS:____________
3. UNCERTAINTY:HESITATION::DISINTEREST:____________
4. EXPLANATION:AMELIORATE::INSULATION:____________
5. FOOD:NOURISHMENT::HELMET:____________

C. On another piece of paper, rewrite the first pair of words in each analogy in Exercise B.

Name ______________________________ Date ______________

Vocabulary Practice 23: Analogies

An **analogy** shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words. Writing a summary sentence that explains the relationship between the first pair of words can help to clarify the word relationship.

Example: QUILT::BED::ASPHALT:_______. Summary sentence: "You use a quilt to cover a bed." What do you use *asphalt* for? The word *driveway* would complete this analogy.

A. Think about the relationship between each pair of words. On the line below each analogy, write a sentence that explains the relationship between the words in the first pair. Then, write a word to complete the second pair of words in the analogy.

1. COMPETITION:WINNER::BUSINESS:______________________

   ____

2. TRUDGE:WALK::BACKSTROKE:______________________

   ____

3. ZIPPER:FASTENER::HELIUM:______________________

   ____

4. RING:MARRIAGE::CROWN:______________________

   ____

5. PROFESSOR:UNIVERSITY::ARTIST:______________________

   ____

6. ELATION:HAPPINESS::GLOOM:______________________

   ____

7. HOT AIR:BALLOON::ENGINE:______________________

   ____

8. SORROW:TEARS::HAPPINESS:______________________

   ____

9. EXPERT:NOVICE::SENIOR:______________________

   ____

10. TURN:DOORKNOB::PULL:______________________

    ____

B. Determine the relationship in the first pair of words. Write a word that completes the second pair of words in each analogy.

1. RECLINER:CHAIR::MAPLE:______________________
2. MALODOROUS:FRAGRANT::COMPRESSED: ______________________
3. PLAYERS:DUGOUT::FAMILY:______________________
4. STAMINA:MARATHONER::PATIENCE:______________________
5. STAR:CONSTELLATION::TRIBUTARY:______________________

Name ____ Date ________________

Vocabulary Practice 24: Analogies

An **analogy** shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words. Types of analogies include *function, cause-effect, synonym/antonym,* and *part to whole* relationships.

Examples: TRANSMITTER:COMMUNICATE::MICROSCOPE:MAGNIFY (function)
FUMES: INTOXICATION::OVEREXPOSURE:SUNBURN (cause-effect)
DISSENSION:ACCORD::ELEGIAC:JOYOUS (synonym/antonym)
KEY:KEYBOARD::WING:AIRCRAFT (part to whole)

A. Circle the letter before the pair or words that completes each analogy.

1. DUPLICITY: MISTRUST::________
   a. scissors:rent
   b. enthrall:mesmerize
   c. employment:remuneration
2. ENGENDER:CAUSE::________
   a. compass:navigate
   b. hiatus:interruption
   c. nightmare:awakening
3. INDULGENCE:CORPULENCE::________
   a. hardy:robust
   b. negotiation:concordance
   c. constrict:release
4. MALLET:PULVERIZE::________
   a. catapult:jettison
   b. socket:chandelier
   c. zenith:mountain
5. DESPOIL:LOOT::________
   a. cylinder:engine
   b. terse:discursive
   c. lampoon:satirize
6. CUTLERY:MINCE::________
   a. diminish:reduce
   b. bacteria:infection
   c. jail:sequester
7. STRIDENT:SOOTHING::________
   a. taciturn:boisterous
   b. electricity:lightning
   c. svelte:slim
8. ELECTROCARDIOGRAM:MEASUREMENT::________
   a. surly:rude
   b. calculator:compute
   c. sprocket:wheel
9. NUTRITION:HEALTH::________
   a. narrative:exposition
   b. resonant:ringing
   c. aging:wrinkles
10. VIRULENT:TOXIC::________
    a. appropriate:timely
    b. wan:colorful
    c. stomach:digest
11. MEDICATION:ILLNESS::________
    a. bliss:despondency
    b. fission:fusion
    c. accident:injury
12. PHYSICIAN:HEAL::________
    a. bungle:succeed
    b. capitalist:finance
    c. hospital:patient
13. BANAL:EXTRAORDINARY::________
    a. hyperbole:understatement
    b. copious:profuse
    c. liquid:hydrate
14. DETECTIVE:INVESTIGATE::________
    a. coddle:spoil
    b. clue:mystery
    c. handcuffs:shackle
15. CONDENSATION:PRECIPITATION::________
    a. copyright:protection
    b. arrest:confinement
    c. hurricane:typhoon

B. On a separate page, write one example for each type of analogy.

Name ______________________________ Date ____________

Vocabulary Practice 25: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. It is different from the **denotation,** or dictionary definition. Words with the same denotation convey different connotations, depending on the use in context.

A. Complete the sentences with two of the given words.

1. Words that connote "equality" are *identical, equivalent,* and *corresponding.*
   a. Michelle asked what the word ____________________ to the English "internet" was in French.
   b. Greg and Harry's expensive, new basketball sneakers were ____________________.
2. Words that connote "an end" are *termination, culmination,* and *expiration.*
   a. Tucker wondered about the ____________________ date of his freelance contract.
   b. The high school dance was the ____________________ of six months of fund-raising.
3. Words that connote "something new" are *fresh, modern,* and *innovative.*
   a. Weary of the year's boring designs, the company was seeking a ______________ look.
   b. Trent's unheard-of campaign idea was a truly ____________________ idea.
4. Words that connote "degrees of time" are *often, continual,* and *common.*
   a. Connie thought she got stuck with dishwashing chores all too ____________________.
   b. Ms. Watson told her class that tornadoes were a ____________ occurrence in Kansas.
5. Words that connote "types of power" are *potency, force,* and *energy.*
   a. Wilton Veras hit his first homerun over the wall with great ____________________.
   b. Marianne told her cousin that her brand of vitamins had greater ________________.
6. Words that connote "types of travel" are *tour, trek,* and *migration.*
   a. Thousands of geese headed south from Canada on their annual ________________.
   b. Brenda and her boyfriend wanted to take a __________________ of the state capitol.
7. Words that connote "degrees of rainfall" are *downpour, sprinkle,* and *shower.*
   a. With the prediction of a serious __________________, people worried about flooding.
   b. The Cohens' outing was in question because of the possibility of a ______________.
8. Words that connote "to judge" are *assess, discriminate,* and *censure.*
   a. Dean postponed interviewing until he'd had time to ______________ the candidates.
   b. Holly found it difficult to ______________ between the various shades of light blue.
9. Words that connote "hope" are *expectation, promise,* and *faith.*
   a. Nancy had ____________________ that her friends would come through for her.
   b. Alan's spirits soared with the ____________________ of a beautiful day.
10. Words that connote "types of news" are *information, intelligence,* and *report.*
    a. The Copellos worried because they'd had no ______________ from their son in days.
    b. Brandy turned on the television to get a __________________ on the shuttle launch.

B. On another piece of paper, write a sentence using the remaining words in Exercise A.

Name ______________________________ Date ______________

Vocabulary Practice 26: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. Connotations convey implied meanings and are positive, neutral, or negative, depending on the text.

> **Example:** *Inquire* and *snoop* have the same denotative meaning, "to be curious." *Inquire* has a positive or neutral connotation, meaning "to ask." *Snoop* has a negative connotation, meaning "to pry into the private affairs of others."

A. This list of words are connotations for *sullen.* Choose and write three words that could complete each sentence and convey the appropriate connotation for the text. You may use some words more than once.

bad-tempered, churlish, crabby, cross, cynical, dismal, dour, fretful, frowning, gloomy, glowering, glum, gruff, grumpy, hostile, irritable, mean, moody, obstinate, pouting, somber, silent, sulking, unsociable

1. Kitty was usually a very cheerful person, but on Monday morning when she could not find her contact lenses, she was ____________________.
2. The clerk was positively ____________________ towards the customer, creating a scene in the store by raising her voice and waving her arms in the customer's face.
3. After school, Chris received the disappointing news about his loan application and this turned his cheerful smile into a ____________________ demeanor.
4. Lulu was a handful. Her mother tried everything to coax the five-year-old to eat her dinner. Lulu not only would not eat, but she sat at the table with her arms folded and a ____________________ expression on her face.
5. After a long, hot day excavating the road, the men were asked to work an extra hour. Some were agreeable, but the majority spoke to their bosses in angry, ____________________ tones and their body language displayed their unhappy mood.

B. Choose one of the sentences in Exercise A as a topic sentence, and write a paragraph that uses at least three of the boldface words listed in Exercise A. Underline the words you use.

____

____

____

____

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Name ______________________________ Date ______________

Vocabulary Practice 27: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. Connotations convey implied meanings, positive, negative, or neutral, depending on the text.

Example: *Welcome* and *accost* have the same denotative meaning, "to greet." *Welcome* has a positive or neutral connotation, meaning "greet" (neutral) or "greet favorably" (positive). *Accost* has a negative connotation, meaning "greet in a challenging way."

A. Write the two words that are connotations for each boldface word. Then, identify all the words as positive, neutral, or negative connotations. Last, write a sentence using one word in each set. Check your words in a dictionary or thesaurus.

reluctance	terse	ornate	unruly	spontaneous
mercy	insincerity	sharpen	argumentative	hone
unplanned	compact	innocent	tawdry	hostile
obstinate	deception	aversion	compassion	unsophisticated

Word	Connotation	Word/Connotation	Word/Connotation
1. **whet**	________	________	________
2. **callow**	________	________	________
3. **extemporaneous**	________	________	________
4. **polemical**	________	________	________
5. **intractable**	________	________	________
6. **garish**	________	________	________
7. **duplicity**	________	________	________
8. **laconic**	________	________	________
9. **clemency**	________	________	________
10. **diffidence**	________	________	________

B. On another piece of paper, rewrite each sentence you wrote in Exercise A using a word with a different connotation. Underline the connotation for the boldface word.

Name ____ Date __________________

Vocabulary Practice 28: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike. Other words cause confusion because their meanings are not understood.

Example: *They're, their,* and *there* sound alike, but have different meanings and uses.

A. Write the word or phrase that completes each sentence.

1. The final ________________________ of the daily newspaper is printed at midnight. **edition, addition**
2. On the ______________ from the mountain, the climbers became dizzy and were rescued. **decent, descent**
3. Susie wanted to ________________________ her dress because it did not fit after she lost weight. **alter, altar**
4. How often have you wanted to voice your ________________________ opinion in a tense situation? **personal, personnel**
5. Along the coast, we saw the sea otters ________________________ from the water to lie on the rocks. **immerse, emerge**
6. The grocery sign correctly noted that those with ________________________ ten items could use aisle one. **fewer than, less than**
7. People are often unaware that their ________________________ remarks are offensive to some people. **callous, callus**
8. Dorothy was ________________________ because she was unprepared for her final exams. **anxious, eager**
9. Mr. Bolger was the ________________________ for the plaintiff and won the case. **council, counsel**
10. The senator said the charter was ________________________ the one written several hundred years ago. **different from, different than**
11. Carol ________________________ until she had all the signatures on the petition. **canvases, canvassed**
12. Mother will ________________________ us on time to depart for the weekend celebration. **anticipate, expect**
13. New owners of the store will take over when the current owners _______________ control. **cease, seize**
14. With insufficient information, the speaker ________________________ before his audience. **floundered, foundered**
15. Our money will go ______________________ if we plan wisely before we begin spending it. **farther, further**

B. On another piece of paper, write a sentence using each word you did *not* use in the sentences in Exercise A.

Name ______________________________ Date ____________

Vocabulary Practice 29: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike and cause confusion.

Example: *Capital* and *capitol* sound alike, but have different meanings and uses.

A. Write the word that completes each sentence.

sure	adapt	dessert	desert	base
imply	precede	waver	avenge	already
certainly	all ready	deductive	bass	revenge
adopt	infer	waiver	inductive	proceed

1. Before she ordered ____________, Kendra considered the effect of pie on her waistline.
2. Brian planned to ____________ the celebratory dinner with an introductory speech.
3. HiCo. hadn't installed Tai's phone properly, so it granted him a fee ____________.
4. In his opening statement, the prosecutor asserted that the motive was ____________.
5. Before her party, Rory adjusted the treble and ____________ levels on her speakers.
6. When his wife asked him to prepare the meal, Marc said, "____________, Dear."
7. Tenley inquired if her children would be ____________ to go to the picnic by noon.
8. From her boyfriend's morose look, Gia could ____________ he'd failed the exam.
9. The terrain was more rugged than she'd expected, but Dena could ____________ to it.
10. Dr. Perry used ____________ reasoning to draw conclusions from the available facts.

B. Write a definition for each word you used in the sentences in Exercise A. Check your definitions in a dictionary.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

C. On another piece of paper, write a sentence using each word you did *not* use in Exercise A.

Name ______________________________ Date ______________

Vocabulary Practice 30: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike and cause confusion.

Example: *Stationary* and *stationery* sound alike, but have different meanings and uses.

A. Write the word or phrase that completes each sentence. Then, write a sentence using the other word in each pair.

1. The critic implied that the acting in the new play was ______________ too unrehearsed.
   all together, altogether

   ____

2. The malodorous condition of Roy's wet poodle was bound to ______________ people.
   repulse, repel

   ____

3. Nell was quite ______________ at sports, perhaps because her dad coached gymnastics.
   adapt, adept

   ____

4. Ted studied diligently, but the trigonometry answers managed to ______________ him.
   allude, elude

   ____

5. The district attorney boasted he had enough evidence to ______________ the suspect.
   persecute, prosecute

   ____

6. Try as she might, Mrs. Dahl couldn't ______________ her son to apply for a summer job.
   impel, propel

   ____

7. The heckler added a note of ______________ to an otherwise cordial town meeting.
   descent, dissent

   ____

8. When Sara revealed the surprising results of her study, her peers were ______________.
   incredible, incredulous

   ____

9. Kit's community rent-control petition was met with indifference and ______________.
   apathy, empathy

   ____

10. Lexi aided the whelping of her beagle's four pups—all born alive and ______________.
    healthful, healthy

    ____

B. On another piece of paper, write a definition for the boldface words in Exercise A.

Name ____________________ Date ____________

Vocabulary Practice 31: Specialized Vocabulary

Most of the words we use today have their origins in Old English, Latin, and Greek. Many Latin phrases are used in speaking and writing.

A. Using a dictionary, write the definition of each term. Then, write a sentence using each term.

1. *ad hoc* ____________________
2. *pro bono* ____________________
3. *ad nauseam* ____________________
4. *caveat emptor* ____________________
5. *de facto* ____________________
6. *ex officio* ____________________
7. *habeas corpus* ____________________
8. *ipso facto* ____________________
9. *non sequitur* ____________________
10. *pro forma* ____________________
11. *carpe diem* ____________________
12. *per diem* ____________________
13. *status quo* ____________________
14. *sine die* ____________________
15. *nolo contendere* ____________________

B. Which three phrases are legal terminology?

____

Name ______________________ Date ____________

Vocabulary Practice 32: Specialized Vocabulary

Many of the musical terms we use today have their origins in Latin and have been borrowed from contemporary Italian.

A. Using a dictionary, write the definition of each musical term. Then, write each term in the box under the correct classification.

1. *adagio* ______________________
2. *allegro* ______________________
3. *andante* ______________________
4. *aria* ______________________
5. *basso* ______________________
6. *coloratura* ______________________
7. *concerto* ______________________
8. *crescendo* ______________________
9. *dolce* ______________________
10. *fortissimo* ______________________
11. *presto* ______________________
12. *sonata* ______________________
13. *soprano* ______________________
14. *staccato* ______________________
15. *tempo* ______________________

Type of Composition	Type of Voice	Style or Volume of Music	Relative Speed of Music

B. On another piece of paper, write a sentence for each musical term in Exercise A.

Name ______________________________ Date ______________

Spelling Practice 1: Adding Prefixes

When a **prefix** is added to a word, the spelling of the word remains the same. In some words, adding a prefix to a word results in a doubled consonant.

Examples: The prefix *in-* added to *sensitive* makes *insensitive*. The prefix *mis-* added to *spell* makes *misspell*. Adding *il-* to *legal* makes *illegal*.

A. Combine the prefixes and words and write the new words. Then, write another word with the same prefix.

1. *pro-* and *democracy* makes ______________ ______________
2. *a-* and *typical* makes ______________ ______________
3. *dis-* and *passionate* makes ______________ ______________
4. *pre-* and *meditated* makes ______________ ______________
5. *im-* and *pious* makes ______________ ______________
6. *in-* and *conceivable* makes ______________ ______________
7. *un-* and *documented* makes ______________ ______________
8. *dis-* and *satisfactory* makes ______________ ______________
9. *re-* and *route* makes ______________ ______________
10. *anti-* and *discrimination* makes ______________ ______________
11. *pro-* and *active* makes ______________ ______________
12. *a-* makes *moral* makes ______________ ______________
13. *dis-* and *credited* makes ______________ ______________
14. *im-* and *plausible* makes ______________ ______________
15. *non-* and *negotiable* makes ______________ ______________

B. Write these misspelled words correctly. Check your answers in a dictionary. Then, write a brief definition for each word.

1. imutable ______________________________
2. ilimitable ______________________________
3. inumerable ______________________________
4. disatisfactory ______________________________
5. imodest ______________________________
6. disimilar ______________________________
7. imortalize ______________________________
8. ireverent ______________________________
9. unoticeable ______________________________
10. disoluble ______________________________
11. efervescent ______________________________
12. unerved ______________________________
13. iresponsible ______________________________
14. disipated ______________________________
15. iliterate ______________________________

Name ______________________________ Date ____________

Spelling Practice 2: Adding Suffixes

When adding suffixes to words ending in final *e*, follow the rules for dropping or keeping *e*.

Spelling Rules

1. When adding a suffix that begins with a vowel to a word that ends in *e*, drop the final *e*.

Example: The suffix *-ing* added to *efface* makes *effacing*.

2. When adding a suffix that begins with a consonant to a word that ends in *e*, keep the final *e*.

Example: The suffix *-ment* added to *announce* makes *announcement*.

A. Combine the words and suffixes and write the new words.

1. *disparage* and *-ing* ____________
2. *furtive* and *-ness* ____________
3. *emulate* and *-ive* ____________
4. *recognize* and *-able* ____________
5. *animate* and *-ion* ____________
6. *immediate* and *-ly* ____________
7. *fickle* and *-ness* ____________
8. *coddle* and *-ing* ____________
9. *dispassionate* and *-ly* ____________
10. *extradite* and *-ion* ____________
11. *discursive* and *-ness* ____________
12. *bungle* and *-er* ____________
13. *exonerate* and *-ive* ____________
14. *desecrate* and *-ion* ____________
15. *ostracize* and *-ing* ____________

B. Underline the misspelled word in each sentence. Write the word correctly at the end of the sentence. Check your spelling in a dictionary.

1. Julia was in a state of bereavment after the death of her best friend. ____________
2. When Jen discovered she had spread harmful rumors, she acted contritly. ____________
3. Robin began hedgeing when her parents asked why she had not called home. ____________
4. Brad's refuseal to work overtime was not acceptable to his supervisor. ____________
5. The aerobics class was rejuvenateing for everyone who had sat through hours of classes. ____________
6. The professor was venerateed by his students because he was a mentor to them. ____________
7. The reporter's delineateion of the story facts was corroborated by the eyewitnesses. ____________
8. As he sat holding his brother's broken bat, Earle hoped for forgivness. ____________
9. Leah's father worried about his daughter's espouseal of radical ideas. ____________
10. Della's personality tended toward rudness when she was feeling hurried. ____________

C. Write two words that are examples of the spelling rules for adding suffixes to words ending in final *e*.

____

____

____

Spelling Practice 2: Adding Suffixes

When adding suffixes to words with final *y*, follow spelling rules for keeping *y* or changing *y* to *i* before adding the suffix.

Spelling Rules

1. Change *y* to *i* in words ending with a consonant plus *y* before adding suffixes *-ness*, *-er*, *-ed*, *-ly*, and *-ous*.

Example: Adding *-ness* to *hazy* makes *haziness*.

2. Change *y* to *i* before adding suffixes *-ance*, *-ant*, and *-able.*

Example: Adding *-ance* to *apply* makes *appliance*.

3. Keep the final *y* in words ending with a vowel plus *y* before suffixes *-er*, *-ous*, *-ance*, *-ing*, *-ful*, and *-ness*.

Example: Adding *-er* to *buy* makes *buyer*.

4. Keep the final *y* when adding the suffixes *-ing* or *-ish* to avoid having two *i*'s.

Example: Adding *-ing* to *try* makes *trying*.

D. If the word is spelled correctly, put a check (√) beside the word. Write the misspelled words correctly. Check your answers in a dictionary.

1. categorycally ______________________
2. pitying ______________________
3. surlyest ______________________
4. merryment ______________________
5. prettyly ______________________
6. chillyness ______________________
7. sorryest ______________________
8. tidyer ______________________
9. necessaryly ______________________
10. worrysome ______________________
11. angrily ______________________
12. haughtyer ______________________
13. pithyness ______________________
14. gayly ______________________
15. bountyful ______________________

E. Combine the words and suffixes and write the new words. Then, write another word with the same suffix.

1. *mighty* and *-er* ______________________
2. *burly* and *-est* ______________________
3. *extraordinary* and *-ly* ______________________
4. *shabby* and *-ness* ______________________
5. *duty* and *-ful* ______________________
6. *tardy* and *-ly* ______________________
7. *mystify* and *-ing* ______________________
8. *embody* and *-ment* ______________________
9. *uncanny* and *-ly* ______________________
10. *justify* and *-able* ______________________
11. *relay* and *-ed* ______________________
12. *accompany* and *-ment* ______________________
13. *spongy* and *-ness* ______________________
14. *simply* and *-fy* ______________________
15. *sloppy* and *-er* ______________________

Name ______________________________ Date ______________

Spelling Practice 3: Words Ending in *ee* or in a Vowel and Final *e*

When a suffix beginning with *e* is added to a word ending in *ee*, one *e* is dropped. No spelling changes occur when other suffixes are added.

Example: The suffix *-ed* added to *agree* makes *agreed*. The suffix *-ment* added to *agree* makes *agreement*.

A. Combine the words and the suffixes and write the new words.

1. *foresee* and *-ing* ______________
2. *wee* and *-est* ______________
3. *decree* and *-ed* ______________
4. *filigree* and *-es* ______________
5. *lee* and *-ward* ______________
6. *puree* and *-ed* ______________
7. *emcee* and *-ing* ______________
8. *pedigree* and *-ed* ______________
9. *oversee* and *-ing* ______________
10. *free* and *-er* ______________
11. *flee* and *-ing* ______________
12. *apogee* and *-es* ______________
13. *guarantee* and *-ing* ______________
14. *absentee* and *-es* ______________
15. *disagree* and *-able* ______________

B. Underline the misspelled word in each sentence. Write the word correctly at the end of the sentence.

1. The disagreing friends were aided by a supporting friend who interceded.
____
2. Kayla decided to sift the dry ingredients while her mother was pureing the fruit.
____
3. The used washing machine was guaranted to work by the previous owner.
____
4. Sam refered the basketball games for the high school team for two years.
____
5. Mrs. Chapman was ecstatic about the artist who had filigreeed the archway.
____
6. The school committee said that no funds are available in the foreseable future.
____
7. May and Li shared divergent views and yet were usually in agrement.
____
8. The children were gleful when they heard the no-school announcement.
____
9. The nomines for the Citizens' Award were Ben and his sister for saving a life.
____
10. The political club felt fortunate to have two notables for debate emces.
____

C. Using the dictionary, list as many words as you can find ending in *ee.* Then add suffixes to the words.

Spelling Practice 3: Words Ending in *ee* or in a Vowel and Final *e*

When a suffix beginning with *e* is added to a word ending in *Ve* (vowel + *e*), the final *e* is dropped. When adding other suffixes, different spelling rules apply.

Spelling Rules

1. Keep the final *e* in words ending in *ie* before adding suffixes, except when adding *-ing* and suffixes beginning with *e*. When adding *-ing*, change *ie* to *y*.

Examples: Adding *-ing* to *tie* makes *tying*. Adding *-less* to *tie* makes *tieless*.

2. Keep the final *e* in words ending in *oe* and *ye* before adding suffixes, except those beginning with *e*.

Examples: Adding *-ing* to *hoe* makes *hoeing*. Adding *-ed* to *hoe* makes *hoed*.

3. Drop the final *e* in words ending in *ue* before adding suffixes that begin with vowels. Keep the final *e* before adding suffixes that begin with consonants.

Examples: Adding *-ish* to *blue* makes *bluish*. Adding *-ness* to *blue* makes *blueness*.

D. Add the suffixes to the words and write the new words. Check your spelling in a dictionary.

1. *accrue* and *-ing* ______________________
2. *woe* and *-ful* ______________________
3. *vie* and *-ed* ______________________
4. *issue* and *-able* ______________________
5. *dye* and *-ed* ______________________
6. *canoe* and *-ist* ______________________
7. *pique* and *-ed* ______________________
8. *argue* and *-able* ______________________
9. *toe* and *-ing* ______________________
10. *belie* and *-ed* ______________________
11. *opaque* and *-ness* ______________________
12. *tie* and *-ing* ______________________
13. *ensue* and *-ed* ______________________
14. *eye* and *-ing* ______________________
15. *blue* and *-est* ______________________
16. *true* and *-er* ______________________
17. *untie* and *-ed* ______________________
18. *shoe* and *-less* ______________________
19. *value* and *-able* ______________________
20. *oblique* and *-ly* ______________________

E. Categorize the word you wrote in Exercise C according to the spelling rule that applies for adding suffixes to words ending in a vowel and final *e.*

Keep final *e*	**Drop final *e***	**Change *ie* to *y***
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

Name ______________________________ Date ______________

Spelling Practice 4: Vowels Before Final *r*

Words with a vowel followed by final *r* usually follow rules for spelling.

Spelling Rule: In an unstressed syllable, the vowel sound before the final r is /ə/ and may be spelled by *a, e, i, o,* and *u*.

1. Words ending in ul__r take the vowel *a* as in *regular*; the exception is *ruler*.

2. Words ending in *ate* (regulate) and *ct* (connect) take the vowel *o* when adding *r* as in *regulator* and *connector*; some exceptions are *locater*, *distracter*.

3. Words meaning "one who does something" take *er* as in *teacher*, or *or* as in *juror*.

A. Add the missing vowel to each word. Check your spelling in a dictionary.

1. engend__r	11. vineg__r	21. occ__r	31. few__r
2. squal__r	12. smuggl__r	22. consum__r	32. protract__r
3. modul__r	13. initiat__r	23. ast__r	33. benefact__r
4. cell__r	14. toddl__r	24. design__r	34. altimet__r
5. centimet__r	15. cloist__r	25. precurs__r	35. serv__r
6. prosecut__r	16. direct__r	26. procrastinat__r	36. conif__r
7. famili__r	17. cellul__r	27. request__r	37. conc__r
8. impost__r	18. edit__r	28. ranc__r	38. inspect__r
9. react__r	19. cartograph__r	29. vap__r	39. val__r
10. indicat__r	20. vehicul__r	30. surrend__r	40. amate__r

B. Organize the words according to the spelling rules in Exercise A.

ul_r	***ate, ct***	***er, or***	***Final/ə/r***

Name ______________________________ Date ______________

Spelling Practice 5: Words Ending in *-ise, -ize, -ity, -ety*

Word endings that sound alike are commonly misspelled. The endings *-ise* and *-ize, -ety* and *-ity* are often confused.

Spelling Rules

1. In American English, the predominant ending is *-ize*, except for compound words.

Example: *winterize*

Exceptions: *likewise, otherwise*

2. The ending *-ety* appears when *-ty* is added to certain adjectives ending in *e*.

Examples: *entire, entirety; naïve, naïvety; nice, nicety*

3. The ending *-ety* appears in words ending in *i* to avoid two *i*'s. The ending *ity* is more common.

Examples: *variety, gaiety*

A. Write the misspelled words correctly. Put a check (√) next to the words that are spelled correctly. Check your spelling in a dictionary.

1. politicise ______
2. enterprize ______
3. aggrandize ______
4. ostracise ______
5. merchandise ______
6. supervize ______
7. pulverise ______
8. chastize ______
9. eulogize ______
10. compromise ______
11. capsise ______
12. lengthwize ______
13. advertize ______
14. advize ______
15. popularize ______
16. victimise ______
17. guise ______
18. criticise ______
19. televize ______
20. otherwise ______

B. Write these misspelled words correctly. Check your spelling in a dictionary.

1. disparety ______
2. acuety ______
3. anxiity ______
4. pugnacety ______
5. sobriity ______
6. entireity ______
7. alacrety ______
8. hilarety ______
9. notoriity ______
10. brevety ______
11. niceity ______
12. sureity ______
13. proclivety ______
14. impiity ______
15. gaiity ______
16. subtleity ______
17. felicety ______
18. improprity ______
19. variity ______
20. receptivety ______

C. On a separate sheet of paper, organize the words in Exercises A and B according to their endings. Then, write the spelling rule that applies to each group of words.

Name ______________________________ Date ______________

Spelling Practice 6: Words Ending in *-c, -k, -ch, -ck, -que*

The final sound /k/ is spelled -*c*, -*k*, -*ch*, -*ck*, and -*que*.

Spelling Rules

1. The endings -*ch* and -*que* with the /k/ sound are used infrequently.

Examples: *stomach, antique, pique*

2. Final -*c* occurs in the ending -*ic* and in some words borrowed from other languages.

Examples: *attic, bivouac*

3. The endings -*k* and -*ck* appear in words such as *break* and *check*.

4. When adding suffixes beginning with *e*, *i*, or *y* to words in which the final -*c* has the /k/ sound, add the letter *k* before the suffix.

Examples: Adding -*ed* to *mimic* makes *mimicked*. Adding -*y* to *colic* makes *colicky*. Adding -*ing* to *picnic* makes *picnicking*.

A. Write the ending for each word. Check your spelling in a dictionary.

bis ________	ironi ________	didacti ________	mimi ________
graph ________	tor ________	politi ________	chron ________
histrion ________	physi ________	trag ________	physi ________
euphoni ________	monar ________	havo ________	intrins ________
mysti ________	maveri ________	organ ________	pani ________

B. Add the endings to these words and write the new words. Then, use a dictionary to find five more words with the final sound /k/.

picnic and -*ing*	*panic* and -*y*	*politic* and -*ing*	*traffic* and -*ed*
mimic and -*ed*	*physic* and -*al*	*antique* and -*es*	*artistic* and -*ally*
logic and -*al*	*frolic* and -*ing*		

________________ ________________ ________________
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Name ______________________________ Date ______________

Spelling Practice 7: Commonly Misspelled Words

Some words follow rules for spelling, while the spelling of other words must be remembered.

Example: Words with *ei* or *ie* follow the rule: *i* before *e* except after *c* or when sounded like *a* as in neighbor and weigh.

A. Write these misspelled words correctly. Check your spelling in a dictionary.

1. mischeivous ______________
2. liesure ______________
3. cheiftan ______________
4. peirce ______________
5. percieve ______________
6. inconcievable ______________
7. foriegn ______________
8. hygeine ______________
9. riegn ______________
10. obiesance ______________
11. wierd ______________
12. shiek ______________
13. plebiean ______________
14. niether ______________
15. speceis ______________

Words ending in *-ish* or *-ist* are often misspelled. The ending *-ish* means "relating to" or describes "an action or process." The ending *-ist* means "one who practices."

Examples: *stylish, nourish, zoologist*

B. Write the ending *-ist* or *-ish* that is added to each word to spell the word that matches the definition. Then, write the new word. Some words change spelling before adding the ending.

Word and Suffix	New Word	Definition
1. *sheep* and ______	______	timid; bashful
2. *moral* and ______	______	one who leads a moral life
3. *child* and ______	______	one who acts like a child
4. *pacify* and ______	______	one who opposes war
5. *peeve* and ______	______	marked by bad temper
6. *classic* and ______	______	a classical scholar
7. *purple* and ______	______	characteristic of the color purple
8. *churl* and ______	______	surly; boorish
9. *botany* and ______	______	a scientist who studies plants
10. *minimal* and ______	______	one who likes to keep things to a minimum

C. Write ten words that end in *-ish* or *-ist.* Include words for each meaning of *-ish.*

____

____

____

____

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Name ______________________ Date ____________

Spelling Practice 8: Commonly Misspelled Words

Some words follow rules for spelling, while other words must be remembered.

A. Add the endings *-ancy, -ency, -cy,* or *-sy* to these words. Then, check your spelling in a dictionary.

-ancy or -ency	***-cy or -sy***
1. pot ______	embas ______
2. occup ______	discourte ______
3. resid ______	pharma ______
4. complac ______	bankrupt ______
5. tend ______	biop ______
6. absorb ______	ecsta ______
7. clem ______	courte ______
8. expedi ______	autocra ______
9. consist ______	prophe ______
10. resili ______	controver ______
11. redund ______	accura ______
12. insolv ______	hypocri ______
13. depend ______	normal ______
14. discrep ______	pira ______
15. dorm ______	idiosyncra ______
16. effici ______	aristocra ______
17. frequ ______	jealou ______
18. hesit ______	falla ______
19. tru ______	immedia ______
20. vagr ______	luna ______

B. Add as many words as you can with each ending. Check your spelling in a dictionary.

-ancy	***-ency***	***-cy***	***-sy***
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

Name ______________________________ Date ______________

Spelling Practice 9: Commonly Misspelled Words

Words with endings that sound alike are often misspelled.

A. Underline the misspelled word(s) in each sentence. Write the words correctly at the end of the sentences.

1. Zoe was fasinated by the soler calender that was carved in Summit Park. ______________
2. Pete laughed at goulish tales, yet he wouldn't walk through the cemetary. ______________
3. Uri's favorite historical subject was Imperial Japan and its regal empirers. ______________
4. As June's older sister, it was essental for Jan to be a good role moddal. ______________
5. Rhea was mortified because the wine she poured had turned to vineger. ______________
6. A high incidance of deafness is a hereditery condition in Dalmatians. ______________
7. Dylan's father often let him visit him at the moleculer biology laboratary. ______________
8. Cal knew his secretery could perform more than administrative tasks. ______________
9. When Beth met Fran's boyfriend, she was convinsed that he looked familier. ______________
10. More than fifty sponsers signed up for the charety walk-a-thon. ______________
11. Mr. Formica travelled so much he couldn't be particuler about his diet. ______________
12. All the teachers hopped the layoffs would be a temporery situation. ______________
13. Tati refused to feed her puppy table scraps so that he would not be a begger at the table. ______________
14. Every freshman was in a similur situation at the begining of the term. ______________
15. Liz wrote about baseball as a metafor for life in her term paper. ______________

B. Write each word correctly. Then place the words under the boldface headings below.

1. horizontial ______________
2. susceptable ______________
3. syllible ______________
4. benefical ______________
5. universial ______________
6. permissable ______________
7. eligable ______________
8. pedastial ______________
9. theoreticial ______________
10. indispensible ______________
11. municipial ______________
12. influental ______________
13. inevitible ______________
14. preferible ______________
15. irresistable ______________

-al	***-ial***	***-able***	***-ible***
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

Name ____ Date ________________

Spelling Practice 10: Commonly Misspelled Words

Many words that are frequently misspelled contain vowel pairs or unpronounced consonants. Often these words have no rules for spelling and must be learned and remembered.

A. Write each misspelled word with missing vowel correctly. Check your spelling in a dictionary.

1. lonliness ________________
2. biscit ________________
3. henous ________________
4. efficent ________________
5. patrotism ________________
6. forfit ________________
7. celestal ________________
8. recrut ________________
9. villin ________________
10. garantee ________________
11. suvenir ________________
12. discret ________________
13. parlament ________________
14. luxurius ________________
15. langush ________________
16. prestege ________________
17. capricous ________________
18. chamis ________________
19. sargent ________________
20. outragous ________________

B. Write the missing, unpronounced consonants in these words. Then, write two more words with the same unpronounced letter. Use a dictionary, as necessary.

1. recei___t ________________ ________________
2. dis___ipline ________________ ________________
3. balle___ ________________ ________________
4. ya___ht ________________ ________________
5. ___narled ________________ ________________
6. condem___ ________________ ________________
7. ___sychology ________________ ________________
8. s___issors ________________ ________________
9. gram___ar ________________ ________________
10. shallo___ ________________ ________________
11. dis___uade ________________ ________________
12. fer___et ________________ ________________
13. colon___ade ________________ ________________
14. ___nown ________________ ________________
15. ___nome ________________ ________________
16. dis___ern ________________ ________________
17. whis___le ________________ ________________
18. sta___k ________________ ________________
19. ex___ibit ________________ ________________
20. r___inoceros ________________ ________________

Part 6
Introduction

The one- and two-page activities in Part 6 of the *Texas All-in-One Workbook* provide instruction and practice that will help you develop important academic and workplace skills.

Contents

Name ______________________________ Date ______________

Speaking in a Group Discussion

Recognizing Different Kinds of Group Discussions A group discussion is formed to achieve a specific common goal.

KINDS OF GROUP DISCUSSIONS	
Round-Table Discussion Group	A group formed in order to share information
Committee	A small group of a larger organization formed to discuss specific ideas
Panel	A group of several informed people who hold a discussion with an audience present
Symposium	A group in which each member gives a formal speech on one aspect of a topic with an audience present

Holding a Group Discussion A group discussion should focus on a timely, interesting topic that the members are involved with and prepared to discuss.

PLANNING A GROUP DISCUSSION
1. Hold a pre-discussion meeting to determine the discussion topic.
2. Define the topic precisely and phrase it as a question.
3. Make an outline of points to be discussed, including a history of the problem, alternatives or solutions, and possible action to be taken.
4. Research the topic.

Exercise 1 **Recognizing Different Kinds of Group Discussions.** Identify the kind of group discussion referred to in each item below.

EXAMPLE: A group of editors discuss plans for a new series of textbooks. *committee*

1. A group of military veterans discuss their service experiences before the members of a youth group. ______________
2. A group of college students discuss the possibility of starting a new activity at their school. ______________
3. An actor, a director, and a producer talk separately about their involvement in the production of a recent film before a group of fans. ______________
4. A group of executives discuss the budget concerns of their corporation. ______________
5. Five surgeons discuss a recent heart transplant before a group of medical students. ______________

Exercise 2 **Planning a Group Discussion.** Complete the activities below.

1. Choose a topic. ______________
2. Define the topic precisely. ______________
3. Phrase the topic as a question. ______________
4. On a separate sheet of paper, make an outline of points to be discussed.
5. List two sources that you will use in researching your topic. ______________

Name ______________________________ Date ______________

Speaking in Public

Recognizing Different Kinds of Speeches Choose the kind of speech you will give by considering both the purpose of the speech and your audience.

KINDS OF SPEECHES	
Informative	Given to explain an idea, a process, or an object
Persuasive	Given to try to get the listeners to agree with the speaker's position or to take some action
Entertaining	Given to offer the listeners something to enjoy
Extemporaneous	Given to suit an occasion, event, or audience without relying on a prepared manuscript

Giving a Speech Follow a series of steps to plan, prepare, and deliver your speech.

DELIVERING A SPEECH
1. Establish eye contact with several people in the audience.
2. Briefly look over your note cards before you start speaking.
3. Refer to your note cards as seldom as possible while speaking.

Evaluating a Speech Evaluate a speech in a way that benefits the speaker and you.

Exercise 1 **Planning a Speech.** Complete the activities below.

1. Choose the kind of speech you will give. ______________________________
2. Choose an appropriate topic. ______________________________
3. Gather the information you need to give your speech, taking notes on a separate piece of paper.
4. Write an outline that presents the information you gathered in Step 3 in a logical manner.
5. Next, prepare note cards that you can use when you deliver your speech.

Exercise 2 **Evaluating a Speech.** Evaluate a speech given in class by answering the questions below.

1. What type of speech was given? ______________________________
2. Did the speaker introduce the topic clearly and develop it well? Support your answer. ______________________________
3. Did the speaker support main ideas with appropriate details? Give two examples. ______________________________
4. Did the speaker's expressions and movements reinforce his or her words? In what ways? ______________________________
5. Did the speaker vary his or her voice pitch or rate of speaking? ______________________________

Name ______________________________ Date ______________

Listening Critically

Listening for Important Information Learn to take mental notes of main ideas and major details as you listen.

LISTENING FOR MAJOR DETAILS
1. As you listen, ask yourself what makes each main idea true. Listen for details that answer that question.
2. Try to predict details the speaker will mention.
3. Try to link main ideas and supporting details into a meaningful pattern.

Listening Critically Listen critically in order to interpret and evaluate a speaker's words.

TECHNIQUES FOR LISTENING CRITICALLY	
Fact and Opinion	Determine if the speaker gives opinions without supporting them with pertinent facts.
Denotation and Connotation	Note whether the speaker chooses words with unfavorable connotations to present things in an unfavorable light.
Euphemisms	Decide if the speaker uses euphemisms to avoid speaking directly about something.
Self-Important Language	Notice if the speaker uses inflated language instead of plain language to try to impress listeners.

Exercise 1 **Listening for Important Information.** In the spaces below, write down the main idea and major details of a lecture given in one of your classes.

1. Main idea ______________________________
2. Major detail ______________________________
3. Major detail ______________________________
4. Major detail ______________________________
5. Major detail ______________________________

Exercise 2 **Developing Critical Listening Skills.** Listen critically to a political speech on the radio, television, or the Internet. Then, complete the activities below.

1. What was the topic of the speech? ______________________________
2. Did the speaker support all of his or her opinions with facts? Give an example to support your answer. ______________________________
3. Did the speaker ever choose words with unfavorable connotations to present someone or something unfavorably? If so, give an example. ______________________________
4. Did the speaker use euphemisms? If so, give an example. ______________________________
5. Did the speaker use self-important language? If so, give an example. ______________________________

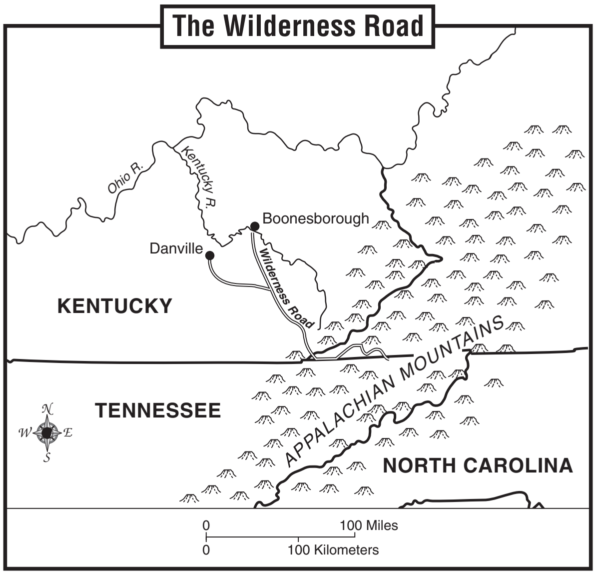
Name ________________________________ Date ______________

Interpreting Maps

Finding and Understanding Maps You often find maps printed in textbooks, newspapers, and magazines, or displayed on television news or weather broadcasts. To understand a map, you need to know what it illustrates and how it is being used.

Tips for Interpreting Maps
1. Determine the type and purpose of the map.
2. Examine the symbols, labels, scale, orientation, and other details.
3. Relate the information on the map to written information that accompanies the map.

Exercise 1 **Interpreting a Map.** Refer to the map on the left below to answer the questions on the right.



1. What is the title of the map? ________________
2. What is the purpose of the map? ________________
3. What symbol is used on the map? What does it show? ________________
4. Approximately how far is Danville from Boonesborough? ________________
5. Why do you think the area in Kentucky was wilderness before the 1750's? ________________

Exercise 2 **Finding and Interpreting a Map.** Using a map you have found in your social studies textbook, answer the following questions.

1. What is the title of the map? ________________
2. What is the purpose of the map? ________________
3. According to the map's scale, one inch equals approximately how many miles? ________________
4. How does the map use symbols or color to convey information? ________________
5. Write down a fact you learned from the map. ________________

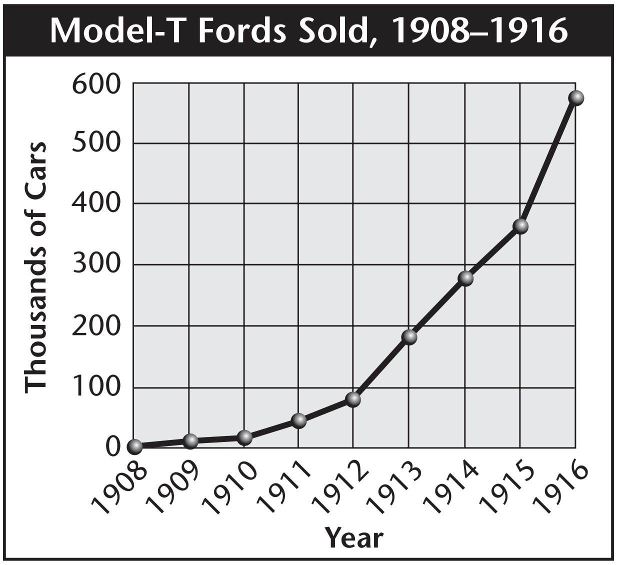
Name ______________________ Date ______________

Interpreting Graphs

Finding and Understanding Graphs You often find graphs in textbooks, printed media, and television newscasts to illustrate factual information and show how different data relate to each other. There are three main types of graphs.

Types of Graphs	
Line Graph	Shows relationships between two sets of information shown on the horizontal and vertical axes
Bar Graph	Compares and contrasts amounts by showing different bar heights or lengths
Pie Graph	Illustrates the relationship of parts to each other and to a whole

Exercise 1 **Interpreting a Graph.** Refer to the graph below to answer the questions on the right.



1. What is the title of the graph? ______________________
2. What type of graph is it? ______________________
3. What two ideas are being related in the graph? ______________________
4. In what year did the number of cars sold increase the most? ______________________
5. Why do you think Congress passed a law in 1916 to provide funds to help states build roads? ______________________

Exercise 2 **Finding and Interpreting a Graph.** Using a graph you have found in a newspaper or magazine, answer the following questions.

1. What type of graph is it? ______________________
2. What is the title of the graph? ______________________
3. What is the purpose of the graph? ______________________
4. Write down a fact you learned from the graph. ______________________
5. Write down a question about information contained in the graph for a classmate to answer. ______________________

Name ________________________________ Date ________________

Viewing Information Media Critically

Analyzing Media Messages Analyze the messages you see and hear on television and the radio to determine what information is true and what is being used to influence the way you think or feel about a subject.

STRATEGIES FOR VIEWING INFORMATION MEDIA CRITICALLY	
Identify the source	Determine who is responsible for the message and if the source has a bias for or against the subject.
Separate fact from opinion	Note if opinions are stated as if they are facts.
Watch for "loaded" language and images	Note if emotional words or visuals are used to sway viewers' opinions.
Ask questions	Ask yourself: "What is the purpose for presenting the message?" or "Which information seems true and which is questionable?"

Exercise 1 **Recognizing Information Media.** Write the type of information medium or media listed below to answer each question.

news program newsmagazine program commercial interview documentary

EXAMPLE: Which medium is designed to sell a product? *commercial*

1. In which medium or media would you expect the most objective information? ____________
2. In which medium are stories often chosen for their high-interest content? ____________
3. In which media do you sometimes find subjects being questioned by someone who may have a biased point of view? ____________
4. Which media often focus on controversial topics with a combination of facts and opinions? ____________
5. Which medium often uses music and flashy images to sway viewers' opinions? ____________

Exercise 2 **Analyzing Information Media.** View a television documentary, a television news story or newsmagazine segment, an interview, or a commercial. Then, answer the questions that follow.

1. What was the topic of the media message? ____________
2. Who or what was the source of the media message? ____________
3. What bias might the source have that could affect the content of the message? ____________
4. Is the coverage in-depth or brief and summarized? ____________
5. List three facts that appear in the message. ____________
6. List three opinions that appear in the message. ____________
7. Are any loaded words or images included? Explain. ____________
8. What seems to be the point of the message? ____________
9. Does the presentation of the message convey its points effectively? Explain. ____________
10. Overall, what would you do to improve the content of the media coverage presented? ____________

Name ______________________________ Date ______________

Viewing Fine Art Critically

Recognizing the Elements of Visual Art The elements of visual art—*content*, *medium*, *color*, and *structure*—contribute to the meaning of the work of art and its impact on viewers' emotions. This is true for graphic art, such as posters, and for fine art, such as paintings and drawings. When you look at art, consider how each element affects your response.

ANALYZING ELEMENTS OF VISUAL ART	
Content	Determine why the artist chose the subject and how it is presented.
Medium	Note what materials the artist has used and decide if the medium is appropriate for the subject.
Color	Note the colors the artist has chosen and determine how the choice of color affects the viewers' emotions.
Structure	Note the lines and shapes the artist has used and ways the artist captures the viewers' attention.

Exercise 1 **Examining Fine Art.** Choose a piece of fine art that interests you. Use the following questions to help you examine and analyze it.

Name of artist ______________________ Name of artwork ______________________

Where you found the artwork ______________________________

1. Content:
   a. What is the subject of the work? ______________________
   b. Is it realistic? Abstract? ______________________
   c. Why do you think the artist chose the subject? ______________________
2. Medium:
   a. What materials has the artist used? ______________________
   b. How do these materials fit with the artist's purpose? ______________________
3. Color:
   a. What colors has the artist used? ______________________
   b. Which moods and emotions do these colors evoke? ______________________
   c. How do the colors reflect the artist's feelings about the subject? ______________________
4. Structure:
   a. What kind of structure does the artist use? (For example, what types of lines, shapes, or brushstrokes do you see?) ______________________
   b. Where do your eyes focus and what captures your attention? ______________________
   c. Is there movement in the piece? Explain. ______________________
5. Evaluation:
   What is your overall impression of the quality of the artwork? Explain your opinion. ______________________

Name ______________________________ Date ______________

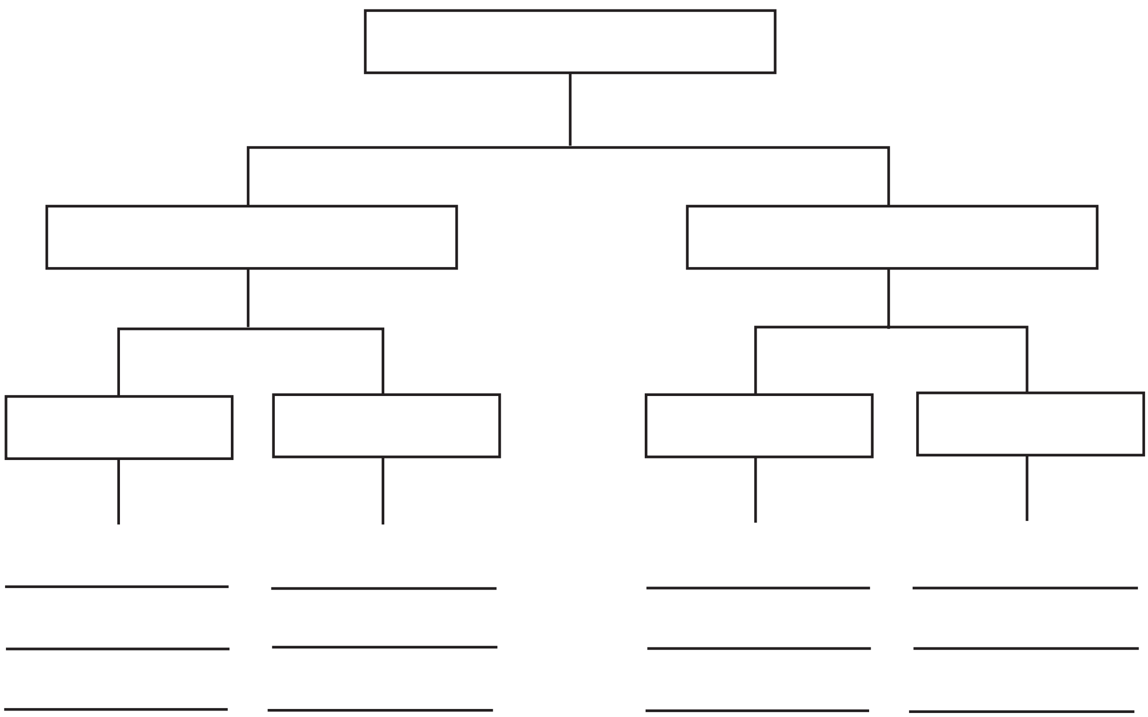
Creating Graphic Organizers

Arranging Information Visually Graphic organizers can be effective tools for thinking about information and remembering it. Charts, diagrams, clusters, and outlines are all effective forms that you can use to organize ideas visually.

ANALYZING RELATIONSHIPS WITH GRAPHIC ORGANIZERS	
Cause and Effect	Show causes leading to an event and the effects of the event
Comparison/Contrast	Show similarities and differences between two sides
Chronological Order	Show events in time order
Main Ideas and Supporting Details	Break down information into connected units
Branching	Break down a task or issue into smaller components

Exercise 1 **Creating a Branching Graphic Organizer.** Think of a task, such as planning a car wash to raise money for the junior class, or working with a group to complete a history assignment. Then, on your own paper create a larger version of the organizer below. Break the task down into main component parts and then into smaller components, and fill in the parts on the organizer. Present your organizer to the class and explain how it can help in accomplishing the task.

Branching



Name ______________________ Date ______________

Using Formatting

Using Formatting to Create Emphasis or Effect When you prepare a paper, a memo, a brochure, or an advertisement for others to read, you may want to use formatting to emphasize words or phrases or to create a mood.

METHODS OF FORMATTING Type of Creative Format	 Use of Format
Italics or Underlining	To emphasize words or to set terms that will be defined
Capitalization	To make words in headings stand out
Bullets	To highlight and set off equal items in a list
Numbering	To indicate steps to be followed in sequence
Boldface	To emphasize words or make headings stand out
Creative Fonts	To create a mood or tone or make words stand out

Exercise 1 **Using Formatting in a Memo.** On a separate sheet of paper, rewrite the following business memo using different types of formatting to help information stand out. Use underlining where italics might go, and put a jagged underline under any words you want to stand out in boldface.

To: All employees
From: The Boss
Re: Pets at Work

During the past few weeks, I have noticed that several employees have brought pets into the office. Let me emphasize: Pets are not permitted in the workplace. It does not matter how small they are or how well-behaved.

There are several reasons for this prohibition: Pets can get out of control. They divert attention from the work that needs to be accomplished. They often create mess.

If you have any questions, please feel free to contact my office by phone or e-mail. My e-mail address is theboss@work

Exercise 2 **Analyzing Formatting in an Advertisement.** Clip an advertisement from a newspaper or magazine and answer the questions below.

1. What key words or phrases stand out in the ad? How does formatting help them stand out? ______________

2. Is there a headline for the ad? If so, what makes it stand out? ______________

3. What information in the ad does the company think is least important? How do you know? ______________

4. Are creative fonts used in the ad? Do you think they are helpful? Explain. ______________

5. Would you make any changes in the ad? If so, what and why? ______________

Name ______________________________ Date ______________

Working With Multimedia

Preparing a Multimedia Presentation Adding slides, music, audio and video clips, or prerecorded material can enhance a presentation you make in class or on the job. Locating and incorporating multimedia segments requires careful planning and preparation.

TIPS FOR PREPARING A MULTIMEDIA PRESENTATION
1. Determine which parts of your presentation to illustrate with media. 2. Select media that go together well. 3. Space out media illustrations throughout your presentation. 4. Practice your presentation. 5. Set up in advance to make sure all equipment works and that the audience will be able to see everything clearly.

Exercise 1 **Planning a Multimedia Presentation.** Answer the following questions to help develop a step-by-step plan for a multimedia presentation.

Planning and Preparing

1. What is your topic? ______________________________
2. From what print or multimedia sources do you plan to gather information on the topic? ______________________________
3. What equipment will you need? Where will you get the equipment? ______________________________

Practicing

4. How long does your presentation run during rehearsal? ______________________________
5. Based on rehearsal, what do you need to practice or revise? ______________________________

Exercise 2 **Outlining Your Presentation.** Use the outline below to plan a multimedia presentation. Include notes to indicate when and how you will cue each media segment of your presentation.

	Points to Be Made	Media to Be Used	Cues or Comments
	Introduction		
1.	____________	____________	____________
	____________	____________	____________
	Body		
2.	____________	____________	____________
	____________	____________	____________
3.	____________	____________	____________
	____________	____________	____________
	Conclusion		
4.	____________	____________	____________
	____________	____________	____________

Name ______________________________ Date ______________

Recognizing Context Clues

Using Context Clues Use clues within a sentence or nearby sentences to determine the meaning of an unfamiliar word.

HOW TO USE CONTEXT CLUES
1. Use familiar words that surround an unknown word as clues to its meaning. 2. Substitute your own definition for the unfamiliar word. 3. Check your guess by consulting a dictionary.

Types of Context Clues Look for different types of clues within the context of an unfamiliar word.

TYPES OF CONTEXT CLUES	
Formal Definition	Gives the actual meaning of the word
Familiar Words	Provide hints to help make good guesses
Comparison or Contrast	Suggests the word means the same or opposite

Exercise 1 **Using Context Clues.** Read the paragraph below. Then, circle the correct meaning of each underlined word and explain what clues from the context helped you make your choice.

Although language is constantly in a state of (1) <u>flux</u>, the changes that take place are unpredictable, (2) <u>capricious</u>, and random. Amid all of these changes, however, (3) <u>linguists</u>, people who study language, have (4) <u>discerned</u> several (5) <u>recurring</u> patterns. What they have noticed, for instance, is that the meaning of words may change over a period of time. This is called (6) <u>diachronic</u> change. Sometimes, the meaning of a word expands, (7) <u>encompassing</u> more and more meaning. For example, the word *fabulous* once signified "based on fable"; now it has the more (8) <u>comprehensive</u> meaning of "marvelous"or (9) "<u>prodigious</u>." At other times, the meaning of a word (10) <u>constricts</u>, assuming a narrower definition.

EXAMPLE: unpredictable: (a) late; (b) slow; (c) tedious; (d) not foreknown
random *later in the sentence is a familiar word*

1. flux: (a) flood; (b) alteration; (c) recovery; (d) learning
____
2. capricious: (a) brief; (b) varied; (c) irate; (d) inconsistent
____
3. linguists: (a) language scholars; (b) judges; (c) writers; (d) English students
____
4. discerned: (a) discarded; (b) detected; (c) replaced; (d) transferred
____
5. recurring: (a) repeating; (b) slowing; (c) bizarre; (d) moving away
____
6. diachronic: (a) dialect; (b) happening over time; (c) biannual; (d) disordered
____
7. encompassing: (a) reducing; (b) moving; (c) enforcing; (d) including
____
8. comprehensive: (a) understandable; (b) broad; (c) agile; (d) sure
____
9. prodigious: (a) amazing; (b) profitable; (c) scholastic; (d) secure
____
10. constricts: (a) grows; (b) tightens; (c) changes; (d) requires
____

Name ______________________________ Date ______________

Denotation and Connotation

Recognizing Shades of Meaning of Words Some words convey a neutral meaning while other words are "loaded" with special positive or negative feelings. Learn to recognize these shades of meaning of words.

SHADES OF MEANING	
Denotation	a word's literal or exact definition
Connotation	ideas, images, and feelings that are associated with a word in people's minds

Exercise 1 **Recognizing Shades of Meaning.** Circle the word in each pair below that has a loaded meaning. Then, identify whether the word conveys a *positive* or *negative* connotation.

EXAMPLE: mud (sludge) *negative*

1. clean immaculate ______________
2. battle disagreement ______________
3. boss taskmaster ______________
4. scholarly smart ______________
5. disturb shake up ______________
6. change progress ______________
7. interrogate ask ______________
8. aloof shy ______________
9. cooperative helpful ______________
10. impressive august ______________

Exercise 2 **Using Words With Different Shades of Meaning.** Replace the underlined neutral word or phrase in each sentence below with a word that has a stronger meaning. Then, indicate whether your word choice conveys a *positive* or *negative* connotation. Use a dictionary or thesaurus to help locate your replacement words.

1. During the afternoon the weather changed, and it began to <u>rain</u>.

   ______________ ______________

2. My sister was <u>happy</u> when she was chosen to play the lead in the play.

   ______________ ______________

3. The child behaved <u>badly</u> in the toy store.

   ______________ ______________

4. The firefighter was recognized as a <u>good person</u> for his actions.

   ______________ ______________

5. After two hours of practice, I felt <u>tired</u>.

   ______________ ______________

Name ______________________ Date ______________

Recognizing Related Words

Types of Related Words Synonyms are words similar in meaning; antonyms are words opposite in meaning; homophones are words that sound alike but have different meanings.

Synonyms	Antonyms	Homophones
love/affection	initiate/terminate	sight/site

Exercise 1 **Recognizing Related Words.** Identify each set of words as *synonyms*, *antonyms*, or *homophones*.

EXAMPLE: weight/wait *homophones*

1. capture/release ______
2. fraudulent/dishonest ______
3. modesty/conceit ______
4. certain/skeptical ______
5. sign/sine ______
6. right/write ______
7. evade/escape ______
8. heir/air ______
9. peculiar/eccentric ______
10. peon/peasant ______

Exercise 2 **Matching Related Words.** Write the word in the box below next to its related word. Then, identify each set of words as *synonyms*, *antonyms*, or *homophones*.

evil	loyalty	stingy	counsel	easy	alert
obvious	ally	repeat	unfriendly	new	

EXAMPLE: vigilant *alert* *synonyms*

1. arduous ______ ______
2. malevolent ______ ______
3. council ______ ______
4. magnanimous ______ ______
5. reiterate ______ ______
6. fidelity ______ ______
7. manifest ______ ______
8. genial ______ ______
9. adversary ______ ______
10. gnu ______ ______

Name ______________________ Date ______________

Using Related Words in Analogies

Working with Analogies Standardized tests often feature analogies to test students' vocabulary. An analogy presents a pair of words that have a relationship to each other, and the student looks for a second pair that has the same relationship.

TIPS FOR ANSWERING ANALOGY QUESTIONS
1. Define both words in the initial pair. 2. Determine how the two words are related to each other. For example, they may be synonyms, antonyms, a part to a whole, or a kind of something. 3. Look for a second pair that has the same relationship. 4. Make sure your answer choice follows the same order or same parts of speech as the initial pair.

Exercise 1 **Recognizing Related Words in Analogies.** Choose the pair of words whose relationship is most similar to that of the capitalized pair of words.

1. OPPRESSED : FREE :: ________
   a. quiet : silent
   b. worried : anxious
   c. secure : happy
   d. temporary : permanent

2. GUILE : DECEIT :: ________
   a. courageous : bravery
   b. tempest : storm
   c. guilt : innocence
   d. intensity : ease

3. LUMINOUS : GLOWING :: ________
   a. dolorous : mournful
   b. majestic : inferior
   c. languid : energetic
   d. faint : collapse

4. LOATHE : CHERISH :: ________
   a. extol : praise
   b. importune : urge
   c. incorporate : merge
   d. shackle : liberate

5. CYMBAL : SYMBOL :: ________
   a. simple : symbol
   b. stares : stairs
   c. affect : effect
   d. series : serious

Exercise 2 **More Work With Analogies.** Choose the pair of words whose relationship is most similar to that of the capitalized pair of words.

1. COWERED : COWARD :: ________
   a. quire : choir
   b. intense : intend
   c. rough : rogue
   d. tramp : tromp

2. CREVICE : FISSURE :: ________
   a. frequent : seldom
   b. jubilance : sadness
   c. agitation : disturbance
   d. malevolence : kindness

3. LATENT : EVIDENT :: ________
   a. benevolent : kind
   b. avid : reluctant
   c. adamant : stubborn
   d. accurate : correct

4. AMELIORATE : IMPAIR :: ________
   a. ingenuous : honest
   b. furtive : open
   c. valid : legal
   d. evade : confront

5. BELLICOSE : HOSTILE :: ________
   a. nervous : calm
   b. bewildered : certain
   c. hero : heroic
   d. brave : courageous

Name ______________________ Date ______________

Using Resource Materials

Finding Word Meanings and Synonyms Use a dictionary to find the meaning, spelling, and proper pronunciations of words. Use a thesaurus to find words that are similar in meaning.

Dictionary	Thesaurus
Spelling: os-ten-ta-tion *Pronunciation:* (ŏs′ tĕn tā′ shən) *Meaning:* showy display	*Words similar in meaning:* ostentation: pretension, fakery, conspicuousness

Exercise 1 **Using a Dictionary or Thesaurus as a Resource.** Indicate whether you should use a *dictionary* or a *thesaurus* to help answer each question below. Then, write the answer.

EXAMPLE: What is the preferred pronunciation of *harass*? *dictionary* *hă′ rəs*

1. What word is a good substitute for a *conjecture*? ______________________
2. How should you pronounce *ptomaine*? ______________________
3. Which of the following spellings is correct: *rheumatism* or *rumatism*? ______________________
4. What are three words you might use instead of *angry*? ______________________
5. What definition of *score* applies to music? ______________________

Exercise 2 **Using a Dictionary and a Thesaurus to Increase Vocabulary.** Use a dictionary to look up the definition of each word below, and write the definition in the space provided. Then, use a thesaurus to find a synonym for each word.

EXAMPLE: apparent *readily seen* *visible*

	Word	Definition	Synonym
1.	scintillate		
2.	incorporate		
3.	neophyte		
4.	incredulous		
5.	bountiful		
6.	belabor		
7.	harmonious		
8.	zenith		
9.	transgress		
10.	degradation		

Name ______________________ Date ______________

Remembering Vocabulary Words

Use a variety of techniques to remember the meanings of new words.

STUDYING AND REVIEWING METHODS
1. Set up an individual three-column vocabulary notebook.
2. Use index cards to make a set of flash cards.
3. Work with a tape recorder.
4. Work with a partner.
5. Set daily or weekly goals for improving your vocabulary.

Exercise 1 **Keeping a Vocabulary Notebook.** Look up the meaning of each of the following words. Then, write a bridge word (a word that acts as a hint of the definition) and a definition for each one.

EXAMPLE: inalienable *mine* *not to be given away*

1. pastoral ______ ______
2. ambiguous ______ ______
3. raconteur ______ ______
4. poignant ______ ______
5. presumptuous ______ ______
6. austere ______ ______
7. edify ______ ______
8. disparate ______ ______
9. incongruous ______ ______
10. emanate ______ ______

Exercise 2 **Creating Vocabulary Flashcards.** Use a dictionary to look up the definition of each word below, and write the definition in the space provided. Copy each word on one side of an index card. On the other side, copy its definition. Work with a partner, quizzing each other on the definitions.

EXAMPLE: aristocracy *government by a privileged minority*

Word	Definition
1. colloquial	
2. exorbitant	
3. pestilence	
4. pretentious	
5. malapropism	
6. entente	
7. neurology	
8. mellifluous	
9. venerable	
10. adjuration	

Name ______________________________ Date ______________

Using Word Parts: Prefixes

Using Prefixes A prefix is one or more syllables at the beginning of a word. Analyzing a prefix can help you determine the meaning of an unfamiliar word. Learn the meanings of common prefixes in order to improve your vocabulary and reading comprehension.

TEN COMMON PREFIXES					
ab-	away, from	**epi-**	upon, over	**ob-**	against, toward
circum-	around	**in-**	in or not	**over-**	above
com-	with	**inter-**	between		
de-	away from	**mono-**	alone, one		

Exercise 1 **Using Prefixes to Determine Meaning.** Circle the definition you think fits each word. Then, use a dictionary to check your guess.

EXAMPLE: monopoly
(a) monthly meeting
(b) control by many
(c) one pattern
(d) exclusive control (circled)

1. abdicate
   (a) give up a high position
   (b) test a product
   (c) develop an idea
   (d) express oneself
2. circumlocution
   (a) walk around
   (b) speak out against
   (c) talk around
   (d) speak in favor of
3. compatriot
   (a) with freedom
   (b) from a country
   (c) of the same country
   (d) for one country
4. decentralize
   (a) move power from a central authority
   (b) move a power to a central authority
   (c) make decent
   (d) move to a center
5. epidermis
   (a) inner layer of skin
   (b) outer layer of skin
   (c) thick
   (d) elephant
6. indefensible
   (a) unquestionable
   (b) strongly guarded
   (c) not able to be defended
   (d) army maneuver
7. intercede
   (a) to go wrong
   (b) to represent
   (c) to act as peacemaker
   (d) to move aside
8. monochromatic
   (a) surrounded by color
   (b) a legal issue
   (c) one metal
   (d) one color
9. obliterate
   (a) to blot out
   (b) to destroy a book
   (c) before literature
   (d) from words
10. overstate
   (a) nearby
   (b) exaggerate
   (c) suspended
   (d) rule against

Exercise 2 **Using Prefixes to Make Words.** Write a word that begins with each prefix below. Then check a dictionary to make sure it's a real word.

EXAMPLE: over- *overshoe*

1. over- ______________
2. ab- ______________
3. com- ______________
4. epi- ______________
5. de- ______________
6. circum- ______________
7. inter- ______________
8. in- ______________
9. mono- ______________
10. ob- ______________

Name ______________________________ Date ______________

Using Word Parts: Roots

Using Roots Learn the meanings of common roots in order to improve your vocabulary and reading comprehension.

TEN COMMON ROOTS			
-dic- (-dict-)	to say	**-scrib- (-script-)**	to write
-graph	to write	**-spec- (-spect-)**	to see
-mit- (-mis-)	to send	**-ten- (-tain-, -tin-)**	to hold
-plic- (-pli-)	to fold	**-vad- (-vas-)**	to go
-puls- (-pel-)	to drive	**-vert- (-vers-)**	to turn

Exercise 1 **Finding Words With Common Roots.** Circle the two words in each group below that have a common root. Then, look up the words and describe the basic meaning they share.

EXAMPLE:

(mission) (emit) memory mystic

Both words deal with sending or being sent.

1. inversion revise avert invasion

 ____

2. spend speculate seclusion inspection

 ____

3. biography rebound spectrograph grabbing

 ____

4. pervade vacuous valediction invasive

 ____

5. delicious elation prediction dictaphone

 ____

Exercise 2 **Using Roots to Define Words.** Underline the root in each word in the first column. Then write the letter of the definition that matches each word next to it.

1. ______graphic	a. choice of words
2. ______repulsive	b. to send out; give off
3. ______pervasive	c. duplicate; repeat
4. ______diction	d. something written as a lasting record
5. ______prospect	e. arousing disgust; tending to drive away
6. ______untenable	f. entering everywhere
7. ______emit	g. formed by writing, drawing, or engraving
8. ______inscription	h. to return (as to a former condition)
9. ______replicate	i. something seen as a possibility
10. ______revert	j. not able to be defended or held

Name ______________________________ Date ______________

Using Word Parts: Suffixes

Using Suffixes Learn the meaning of common suffixes in order to improve your vocabulary and reading comprehension.

TEN COMMON SUFFIXES			
-ac (-ic)	characteristic of (noun or adjective)	**-ism**	the theory of (noun)
-ate	making, applying (verb)	**-ive**	tending to (noun or adjective)
-ful	full of (noun or adjective)	**-ize**	to make (verb)
-fy	to make (verb)	**-less**	without (adjective)
-ish	belonging to, rather (adjective)	**-ly**	in a certain way (adjective or adverb)

Exercise 1 **Using Suffixes to Form New Words.** Add a suffix to each word listed below to form the part of speech listed at the right.

EXAMPLE: secret *secretive* adjective

1. Arab ______________ adjective
2. fanatic ______________ noun
3. amateur ______________ adjective
4. thought ______________ adjective
5. revolution ______________ verb
6. beauty ______________ verb
7. support ______________ adjective
8. technical ______________ adverb
9. end ______________ adjective
10. decor ______________ verb

Exercise 2 **Using Suffixes to Help Determine Meaning.** Circle the words that offer the better definition for each word.

EXAMPLE: **reflective** (being thoughtful) make a mirror

1. **activate** bring into action without energy
2. **insightful** filled with understanding clear vision
3. **classify** small spaces put into groups
4. **formless** make a model without shape
5. **cauterize** burn or disinfect cautious

Name ______________________ Date ______________

Exploring Etymologies

Borrowed Words Loanwords are words in the English language that have been borrowed from other languages.

BORROWED WORDS		
exterior—Latin	**fashion**—French	**banana**—Spanish
skunk—Native American	**thrift**—Scandinavian	**stanza**—Italian

Words With New Meanings The English language grows by giving new meanings to old words. Additionally, many new words are added to the language when two existing words are joined together to form a third word with a new meaning.

Coined Words The English language grows through the addition of newly coined words. There are a variety of methods by which new words are coined.

TYPES OF COINED WORDS	
Words from Proper Nouns	New words based on the names of people and places or characters in stories
Portmanteau Words	Words that "pack" the meanings of two other words into one word
Acronyms	Words that are made up of the first letters in a group of words
Clipped Words	Shortened versions of longer words
Coined Expressions	Expressions that have meanings different from the meanings of their individual components

Exercise 1 **Finding the Sources of Words.** Look up each of the following words in a dictionary. If the word is a borrowed word, write the language of origin. If it is a coined word, write the word or words of origin.

EXAMPLE: climax *Latin*

1. telethon ______
2. bandit ______
3. toupee ______
4. sputter ______
5. federal ______
6. Herculean ______
7. neglect ______
8. paratroops ______
9. raccoon ______
10. zoo ______

Exercise 2 **Combining Words to Create New Words.** Combine a word from the following list with each numbered word to create a new word. Use each word from the list only once.

proof	cat	fight	block	print
super	rip	ship	spare	front

EXAMPLE: gun *gunfight*

1. fish ______
2. water ______
3. ribs ______
4. dog ______
5. road ______
6. tide ______
7. power ______
8. foot ______
9. fore ______
10. space ______

Name ______________________ Date ____________

Studying Problem Words

Studying Problem Words Make a personal list of words you often misspell, enter it into your notebook, and keep it up to date. Use the steps in the chart below to help you review your list of problem words, and use memory aids to help you remember the spellings of words you find especially hard to master.

STEPS FOR REVIEWING PROBLEM WORDS
1. Look at each word carefully, observing the arrangement and pattern of the letters in the word. 2. Pronounce each syllable of the word to yourself. 3. Write each word and then check in a dictionary to see that you have spelled it correctly. 4. Review your list until you can write each word correctly.

Diagnosing Problem Areas Recognize areas in which your knowledge of basic spelling rules is weak and make a special effort to master the rules involved.

Exercise 1 **Working With Problem Words.** Circle the correctly spelled word in parentheses in each item below.

EXAMPLE: Pepe Gonzales became a (millionaire, millionare) when he was just twenty years old.

1. Wendy was (dissatisfied, disatisfied) with her performance on the math test.
2. Joey's little brother can really be a (nusance, nuisance).
3. There was a bald man dressed in a cape handing out (pamphlets, pamflets) in front of the school this morning.
4. Hang gliding can be a very (exhilarating, exilarating) experience.
5. Sue receives an (allowence, allowance) of two dollars per week.
6. Rocco is an (extraordinary, extrordinary) athlete.
7. Barbie says that she usually feels sick to her (stomach, stomache) after eating in the school cafeteria.
8. John's father is the (bookkeeper, bookeeper) at French's Restaurant.
9. Erika is one of the highest ranking (amatuer, amateur) ski racers in the country.
10. Bobby has a tendency to (exagerate, exaggerate) his accomplishments.

Exercise 2 **Creating Memory Aids.** Underline a familiar word within each larger word listed below. Then use both the smaller word and the larger word in a sentence that will help you remember the spelling demon.

EXAMPLE: surprise *The rise in price was a surprise to me.*

1. accidentally ______________________
2. independence ______________________
3. category ______________________
4. environment ______________________
5. parallel ______________________

Name ______________________ Date ______________

Keeping a Spelling Notebook

Setting Up a Spelling Notebook Creating your own spelling notebook can help you keep track of words that you often misspell so that you can learn how to spell them correctly.

STEPS FOR SETTING UP A SPELLING NOTEBOOK
1. Set aside an area of your notebook or use a separate notebook. 2. Divide each page into four columns. 3. Use the columns to write (1) words you have misspelled; (2) their correct spelling; (3) the dates you practiced spelling each word; and (4) a memory aid to help you spell the word correctly.

Exercise 1 **Developing a Spelling Study Sheet.** Use a dictionary to find the correct spelling for each word below. Then, create a short memory aid to help you remember how to spell the word.

EXAMPLE: commitee *committee* *don't omit tee*

1. discribe ______ ______
2. dissappeared ______ ______
3. exausted ______ ______
4. hinderance ______ ______
5. incredable ______ ______
6. marrage ______ ______
7. ocassionally ______ ______
8. pamplet ______ ______
9. predjudice ______ ______
10. probally ______ ______

Exercise 2 **Creating a Personal Spelling List.** Use the lines below to list ten words that you sometimes misspell. Write your misspelling in the first column, the correct spelling in the second column, and a memory aid in the third column.

1. ______ ______ ______
2. ______ ______ ______
3. ______ ______ ______
4. ______ ______ ______
5. ______ ______ ______
6. ______ ______ ______
7. ______ ______ ______
8. ______ ______ ______
9. ______ ______ ______
10. ______ ______ ______

Name ______________________________ Date ______________

Applying Spelling Rules: Plurals

Forming Plurals To form the plurals of most nouns, add *-s* or *-es* to the singular. Some words ending in *-y*, *-f*, or *-fe*, require changing letters before adding *-s* or *-es*. (See the rules in the box below.) Irregular plural forms of other nouns are listed in a dictionary.

FORMING PLURALS OF NOUNS

Noun Ending	Rule	Examples
s, x, z, sh, ch	Add *-es*	glasses, taxes, waltzes, brushes, churches
o preceded by a consonant	Add *-es*	potatoes (except musical terms, like *solos*)
o preceded by a vowel	Add *-s*	cameos
y preceded by a consonant	Change *y* to *i* and add *-es*	properties
y preceded by a vowel	Just add *-s*	journeys

Exercise 1 Making Words Plural.

Write the plural form of each word listed below.

EXAMPLE: stitch *stitches*

1. dormitory ______
2. bunch ______
3. leash ______
4. boss ______
5. variety ______
6. piano ______
7. shelf ______
8. sauce ______
9. knife ______
10. buoy ______
11. patio ______
12. mix ______
13. hero ______
14. glory ______
15. fantasy ______
16. horse ______
17. chief ______
18. crisis ______
19. trout ______
20. woman ______

Exercise 2 More Work With Plurals.

In each blank, fill in the plural for the word in parentheses.

EXAMPLE: We had *strawberries* and cream for dessert. (strawberry)

1. A flock of ______ landed on the field during the football game. (goose)
2. Nancy Wegman has eight ______. (brother-in-law)
3. The newspaper has had three ______ in the past ten months. (editor-in-chief)
4. Bill Smith arrived at the fair in a cart pulled by a team of ______. (ox)
5. The ______ usually start changing color in early October. (leaf)
6. Martha saw a family of ______ during her hike. (deer)
7. Rick has participated in over a hundred ______. (rodeo)
8. Even though Frank Jones is a millionaire, he manages to avoid paying high ______. (tax)
9. The horse's ______ have been worn down from walking on pavement. (hoof)
10. Fran is growing ______ in her garden. (tomato)

Name ______________________________ Date ______________

Applying Spelling Rules: Prefixes and Suffixes

Adding Prefixes and Suffixes When a prefix is added to a word, the spelling of the root word remains the same. The spelling of the prefix, however, may change. When a suffix is added to a word, a spelling change may occur to the root. The new spelling is influenced by (1) the ending of a word before a suffix and (2) the beginning of the suffix.

ADDING PREFIXES	
With No Change	**With Prefix Change**
over + sight = oversight	in + mature = immature
ex + port = export	com + firm = confirm
mis + spell = misspell	com + respond = correspond

ADDING SUFFIXES	
With No Change	**With Change**
play + ful = playful	beauty + ful = beautiful
live + ly = lively	expense + ive = expensive
final + ist = finalist	win + er = winner

Exercise 1 **Spelling Words With Prefixes.** Combine each of the following root words with one of the prefixes below. You may have to change the spelling of the prefix. Use a dictionary to check your spellings.

ad-, com-, dis-, ex-, in-, mis-, over-, pre-

EXAMPLE: -sight *oversight*

1. -tend ____________
2. -form ____________
3. -act ____________
4. -behave ____________
5. -patience ____________
6. -mortal ____________
7. -legal ____________
8. -indulge ____________
9. -cover ____________
10. -embark ____________
11. -cede ____________
12. -minister ____________
13. -appoint ____________
14. -temporary ____________
15. -trust ____________
16. -respond ____________
17. -understand ____________
18. -joint ____________
19. -cook ____________
20. -luminate ____________

Exercise 2 **Spelling Words With Suffixes.** Write the new word formed by combining each of the following words and suffixes. Use a dictionary to check your spellings.

EXAMPLE: healthy + er *healthier*

1. intense + ity ____________
2. reside + ence ____________
3. love + able ____________
4. insure + ance ____________
5. force + ful ____________
6. effect + ive ____________
7. remote + ly ____________
8. graph + ic ____________
9. magnet + ize ____________
10. permit + ed ____________

Name ______________________________ Date ______________

Applying Spelling Rules: *ei* and *ie*, *-cede*, *-ceed*, and *-sede*

***ei* and *ie* Words** Most of the time, you can apply the rule "Write *i* before *e* except after *c* or when sounded like *a* as in *neighbor* or *weigh*." You should also learn the exceptions to this rule.

***ei* Exceptions**			***ie* Exceptions**
counterfeit	height	seize	ancient
either	heir	sovereign	conscience
foreign	leisure	weird	efficient
			sufficient

Words Ending in *-cede*, *-ceed*, and *-sede* Memorize the words that end in *-cede*, *-ceed*, and *-sede*.

Words Ending in *-cede*		**Words Ending in *-ceed***	**Words Ending in *-sede***
accede	precede	exceed	supersede
concede	recede	proceed	
intercede	secede	succeed	

Exercise 1 **Spelling *ei* and *ie* Words.** Add *ie* or *ei* to complete each sentence.

EXAMPLE: She responded to th___*ei*___r questions.

1. In the ninth inning, a rel_______f pitcher entered the game.
2. Our currency is printed on special paper to deter counterf_______ters.
3. There are several for_______gn students at Faulkner High School.
4. When you are in college, you must make effic_______nt use of your time.
5. Our principal will make a br_______f speech at graduation.
6. The singing group was bes_______ged by fans as they left the concert.
7. Lois rec_______ved many gifts on her birthday.
8. Willie's consc_______nce will not allow him to lie to his father.
9. My brother enjoys playing computer games during his l_______sure time.
10. N_______ther Sally nor Rhoda came to the party.

Exercise 2 **Spelling Words Ending in *-cede, -ceed,* and *-sede*.** Fill in the correct letters in the spaces below.

EXAMPLE: The sign warned drivers to pro ___*ceed*___ with caution.

1. Joe feels confident that he will suc_______ in his new job.
2. War became inevitable when several states voted to se_______ from the country.
3. Jane refused to ac_______ to her mother's demands.
4. Frank realized that he had to inter_______ when two of his best friends became involved in a heated argument.
5. Alice was irate when she learned that the cost of the auto repairs would ex_______ the estimate she had been given.

Name ______________________________ Date ______________

Applying Spelling Rules: Other Confusing Endings

Distinguishing Correct Endings Learn to distinguish between similar word endings that may cause spelling errors.

CONFUSING SUFFIXES			
-able	***-ible***	***-ance***	***-ence***
available	defensible	tolerance	absence
-ary	***-ery***	***-ious***	***-eous***
imaginary	scenery	conscious	bounteous
secretary		religious	
-ify	***-efy***	***-cy***	***-sy***
qualify	liquefy	clemency	embassy
quantify	rarefy	decency	hypocrisy
specify	stupefy	secrecy	
terrify			

Exercise 1 **Spelling Suffixes Correctly.** Fill in the missing letters in each of the words below.

EXAMPLE: bount___*eou*___s

1. laugh_______ble
2. nurs_______ry
3. caut_______s
4. prec_______s
5. respons_______ble
6. cemet_______ry
7. fanta_______y
8. courag_______s
9. incid_______nce
10. annivers_______ry
11. monast_______ry
12. second_______ry
13. stup_______fy
14. diplom_______y
15. imagin_______ble
16. turbul_______nce
17. courte_______y
18. appear_______nce
19. putr_______fy
20. simultan_______s

Exercise 2 **Recognizing the Correct Spelling.** Circle the correctly spelled word in each pair of words in parentheses.

EXAMPLE: You are (responsible, responsable) for your actions.

1. This liquid is highly (combustable, combustible).
2. I admired the majestic (scenery, scenary) in the national park.
3. The lasagna my mother made was (deliceous, delicious).
4. What is the (significence, significance) of these findings?
5. We have been in (correspondence, correspondance) with the family.
6. My paintings are not yet in (presentible, presentable) condition.
7. Playing in a rock band has always been a (fantacy, fantasy) of mine.
8. We purchased a few (miscellanious, miscellaneous) items at the store.
9. Your decision was quite (sensible, sensable).
10. What (brilliance, brillience) he shows!

Name ______________________________ Date ______________

Proofreading Carefully for Spelling Errors

Proofreading Carefully Proofread everything you write for spelling errors. Use a dictionary to look up words that you suspect may be spelled wrong.

Studying Problem Words Review a list of spelling problems to identify words that are likely to cause you problems. Then, look for these words in your writing to make sure you have spelled them correctly.

COMMONLY MISSPELLED WORDS				
abbreviate	conscience	foreign	guarantee	preferable
recommend	scissors	syllable	technique	villain

Exercise 1 **Proofreading a Selection.** There are ten misspelled words in the paragraph below. Find each misspelled word and spell it correctly in one of the spaces provided below the paragraph.

Last Febuary was an unforgetable month for the students at Wilson High School. Early in the month, the basketball team had to forfit a game when the bus that was carrying the team broke down. The next week, there was a snowstorm that caused school to be canseled for three days. Several students contracted numonia during this peried and were out of school for severel weeks. Toward the end of the month, a fire broke out in the chemistry labrotory and the principle decided that it was neccessary to evacuate the entire school. While standing outside in the frigid air, the students generally agreed that it had been a most unusual month.

1. ______________ 6. ______________
2. ______________ 7. ______________
3. ______________ 8. ______________
4. ______________ 9. ______________
5. ______________ 10. ______________

Exercise 2 **Mastering Spelling Problems.** Complete each of the following sentences, filling in the missing letters in each spelling problem word.

EXAMPLE: Sheila will be visiting us in Feb *ru* ary.

1. Unfortunately, she is in bed with ______monia.
2. The jar is va______um-packed.
3. Ralph is a very cons______entious student.
4. The gram______r lesson was about conjunctions.
5. It was an ______ward situation.
6. Her cousin is an army l______tenant.
7. Please put some tomat______s in my salad.
8. The cowboy was awfully lonely out on the pra______ie.
9. The defendant made a desp______ate plea for mercy.
10. In the melodrama, the vill______n had a long mustache.

Name ______________________________ Date ______________

Reading Textbooks

Observing Textbook Sections Most textbooks contain several special sections located at the front or back of the book to help readers find information quickly or better understand the information that is presented in the book.

TEXTBOOK SECTIONS AND THEIR USES	
Table of Contents	Provides a quick overview of the book
Preface or Introduction	Explains how the book can be used
Index	Shows page numbers for specific details
Glossary	Defines key words or terms
Appendix	Provides additional materials for reference
Bibliography	Provides additional readings for projects

Scanning Textbook Sections When you first receive a textbook, you should scan through it quickly to learn what special sections it contains and where they are located.

Exercise 1 **Determining Where to Find Textbook Information.** Indicate the section of a textbook you might use to carry out each task below.

EXAMPLE: You want to define the geography term *continental divide.* *glossary*

1. You want to locate the first page of Chapter 7 in the book. ______________
2. You would like to locate three additional sources for a research paper. ______________
3. You want to find out on which pages of your American history book there are references to *The Federalist Papers.* ______________
4. You want some suggestions on how the authors feel the book can be used most effectively. ______________
5. You want to find additional charts, timelines, or maps to expand on ideas presented in the text. ______________
6. You want a brief definition for the scientific term *greenhouse effect.* ______________
7. You want to determine how many sections the book contains. ______________
8. You want to know if your history book contains a reference to the Gulf War. ______________
9. You want to locate tables or graphs as models for a research project. ______________
10. You wonder if the book provides references to helpful Internet Web sites. ______________

Exercise 2 **Exploring Sections of Your Textbooks.** Look through your textbooks to answer the questions below.

1. If your social studies textbook contains an appendix, what are some materials included in that section?
____
2. What are definitions of three terms beginning with the letter *B* in your science textbook? ______________
____
3. Which chapter in your math textbook is the longest? How many pages does it contain?
____
4. Does your science textbook contain suggestions for further reading? If yes, list the author and title of one reference.
____
5. Which of the special textbook sections do you find the most helpful? Why? ______________
____

Name ______________________ Date ______________

Identifying Textbook Features

Observing Textbook Features In many textbooks, each chapter or section contains features to help readers focus on the key ideas and test their understanding of the material they have read. Before you begin reading a textbook chapter, you should note what features it contains.

STEPS FOR PREREADING A TEXTBOOK CHAPTER
1. Look at the beginning of a chapter or section to see if it contains an overview, introductory questions, or key terms to recognize or define. These can help you focus your attention on the reading. 2. Notice how titles, headings, and subheadings are printed. Determine how the publisher is using color or special type to organize the information. 3. Look for pictures, maps, graphs, captions, and special features that may help you understand complex information more easily. 4. Look at the end of the chapter to see what types of review materials it contains, such as summaries, questions, tests, and skill-development exercises.

Exercise 1 **Prereading a Textbook Chapter.** Scan a chapter that you have not yet read in your social studies or science textbook to answer the questions below.

1. What features are included at the very beginning of the chapter? ______________
2. What features are included at the end of the chapter? ______________
3. How are main headings set off in the chapter? ______________
4. What types of visual materials are included in the chapter (such as photographs, charts, or diagrams)? ______________
5. Based on your scanning, what are three topics you expect to be covered in the chapter?

Exercise 2 **Evaluating Textbook Features.** Answer the following questions to evaluate the textbooks you are using this year.

1. Which of the textbooks you are using this year is the best organized? Why? ______________
2. Which of your textbooks has the most interesting visual materials? Give examples. ______________
3. Which textbook is the hardest to read and understand? Why? ______________
4. How would you improve that textbook? ______________
5. Which textbook contains the best review materials at the end of a chapter? Give examples. ______________

Name ______________________________ Date ______________

Using Reading Strategies

Developing Strategies for Reading Textbooks Use the reading and study aids in your textbooks to help you understand what you are reading and to remember it better later.

USING THE SQ4R METHOD	
Survey	Preview the material you are going to read.
Question	Turn each heading into a question.
Read	Answer the questions you have posed.
Recite	Orally recall the questions and answers.
Record	Take notes to further reinforce information.
Review	Review the material on a regular basis.

Varying Your Reading Style Change your reading style whenever your purpose for reading changes.

TYPES OF READING STYLES

Style	Definition	Purpose
Close Reading	Reading to find main ideas in order to understand all the material	For studying, solving problems, and following directions
Skimming	Skipping words in order to read rapidly and get a quick overview	For previewing, reviewing, and locating information
Scanning	Reading in order to locate a particular piece of information	For researching, reviewing, and finding information

Exercise 1 **Using the SQ4R Method.** Choose a chapter in one of your textbooks to use in completing the tasks below.

1. List the chapter headings and subtitles. ______________________________
2. Turn two of these headings into questions. ______________________________
3. Read the chapter. Then, answer the questions you wrote in #2. ______________________________
4. List the main ideas contained in the chapter. ______________________________
5. List the major details used to support one of these ideas. ______________________________

Exercise 2 **Varying Your Reading Style.** Skim through a chapter in one of your textbooks and write a brief summary of the information you think it will contain. Then, read through the chapter again using close reading and list two main ideas in the chapter and two supporting details for each main idea.

Name ______________________ Date ______________

Outlining What You Read

Making Formal Outlines Use a formal outline for organizing lengthy reports, taking notes from textbooks, or whenever information must be organized to show main ideas, major details, supporting details, and subdetails.

FORMAL OUTLINE
I. Main idea or heading   A. Major detail explaining I.   B. Second major detail explaining I.   1. Supporting detail explaining B.   2. Second supporting detail explaining B.   a. Subdetails explaining 1.   b. Subdetails explaining 2. II. Second main idea or heading   A. Major detail explaining II.

Exercise 1 **Writing a Formal Outline.** Prepare a formal outline of the following material. Use the two main ideas listed below. Write your outline on a separate sheet of paper.

Although a coral reef may look as if it is made of rock, it is actually made of living things. Coral reefs are created by colonies of tiny coral animals, each of which is not much larger than a pencil eraser. The coral animals produce a hard structure that surrounds their soft bodies. After the coral dies, the empty structure remains, and new coral animals attach and grow on top of it. Over many years, a reef is built.

Microscopic algae live within the bodies of the coral animals and provide food for them. Because the algae require warm temperatures and sunlight, coral reefs can form only in shallow, tropical ocean waters. The reefs grow above continental shelves or around volcanic islands, where the water is shallow.

I. How coral reefs are formed   II. Where coral reefs are located

Exercise 2 **Outlining a Textbook Section or Chapter.** Choose a chapter or section of a chapter of your science or social studies textbook. Organize the information in a formal outline that has at least two main idea headings. You might also work with a partner. Each of you should outline the same material separately. Then, compare your outlines to see who has covered the material more thoroughly. Finally, prepare a joint outline.

Name ______________________________ Date ______________

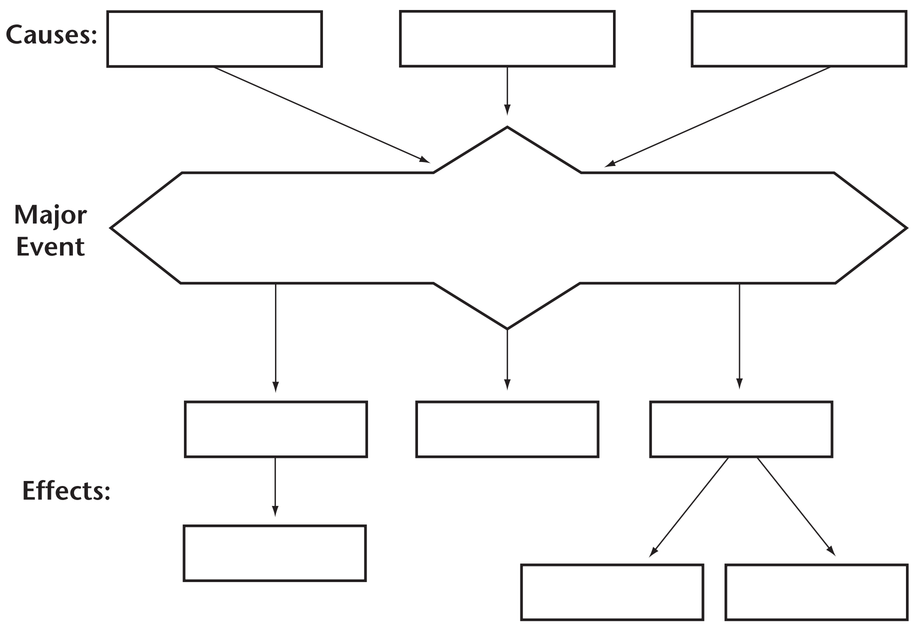
Using Graphic Organizers

Connecting Ideas With Graphic Organizers You can use graphic organizers to help you understand information you read and to show how ideas are related to one another. Graphic representations of text can help you increase your reading comprehension and organize your thoughts for writing about what you read.

USING GRAPHIC ORGANIZERS	
Type of Organizer	**Purpose of Organizer**
Venn Diagram	For comparing and contrasting information
Chart	For organizing data under common headings
Web	For presenting main ideas and supporting details
Analysis Map	For analyzing vocabulary words or literary characters
Timeline	For arranging events in chronological order

Exercise 1 **Using a Cause-and-Effect Organizer.** A Cause-and-Effect Organizer is a useful way to organize information, to understand reading material, or to prepare an essay. Read the following paragraph. Then, on your own paper, create a larger version of the organizer on this page. Place information from the paragraph in the diagram.

During World War II, production of synthetic goods rose to the forefront in the United States. Many products that Americans wanted or needed became unavailable. Once again, need led to invention. Scientists began developing replacements for natural fibers such as cotton, linen, and silk that were in short supply since their sources were often in war-torn areas. Chemist Wallace Carothers made a major breakthrough when he developed an early version of nylon as a silk substitute. Shortages of butter and other dairy items led to the invention of a substitute developed from vegetable oils called margarine. Diversion of most supplies of iron and steel to the war effort led to the development of new alloys, including stainless steel. The development of these synthetics helped replace the shortages created by the war. Even after the war, however, production of synthetics continued at a fast pace. The invention of stainless steel made it possible to produce more cars and appliances to meet popular demand, and at a lower cost. In addition, American women in particular appreciated the durability of synthetic fibers, and a whole new fashion industry developed around these fibers. The chemistry laboratory had become a major source of products in demand.



Name ______________________________ Date ______________

Analyzing and Evaluating Nonfiction

Developing Strategies for Reading Nonfiction Nonfiction writing is about real events, people, and things. While the events may be true, the author selects which information to include and often adds his or her views on the subject. Therefore, you should read nonfiction carefully to analyze and evaluate the content and to form your own judgments on the topic.

NONFICTION READING STRATEGIES
1. Make inferences about ideas the writer is suggesting but not actually stating. 2. Draw general conclusions based on the facts and details that are presented. 3. Note the author's purpose and possible bias. 4. Evaluate how truthful and believable the information seems. 5. Recognize any techniques the writer is using to sway your opinion.

Exercise 1 **Analyzing a Work of Nonfiction.** Pick a nonfiction selection you have read and answer the following questions. Use the questions as a guide to help you comprehend other works of nonfiction.

Title of nonfiction selection ______________________________

1. Circle the type of nonfiction.

essay	biography	autobiography	sports	how-to
humor	letter	memoir	careers	astronomy
history	article	geography	personal narrative	

other ______________________

2. Who or what is the main subject of this selection? ______________________________
3. What is the author's purpose for writing this selection? ______________________________
4. List the two main ideas or key points the author wishes to convey. ______________________________

____
5. What information, facts, or examples does the author include to support the purpose?

____
6. For what group of people would this nonfiction work be most appealing? ______________________________

What does the author include to appeal to this audience? ______________________________
7. What technique(s) does the author use to appeal to the reader? Circle one and give an example from the selection.

description	argument	comparison and contrast
emotional language	quotations	personal recollections

____
8. Summarize the theme or central idea of this selection. ______________________________

____
9. Are the details helpful, informative, and understandable? Explain. ______________________________

____
10. Is there something especially important that you learned from reading this selection? If so, write about it and explain its significance. ______________________________

____

____

Name ______________________ Date ______________

Distinguishing Between Fact and Opinion

Using Fact and Opinion Analyze material first to decide whether it is reliable.

DISTINGUISHING BETWEEN FACT AND OPINION	
Statements of Fact	Objective statements that can be verified
Statements of Opinion	Subjective statements that cannot be verified but must be supported with related facts before being accepted as valid

Exercise 1 **Distinguishing Between Facts and Opinions.** Identify each of the following statements as a *fact* or an *opinion*.

EXAMPLE: Hatchbacks are better cars than sedans. *opinion*

1. China is the most populated country in the world. ______________
2. Ken Griffey, Jr., is a better baseball player than Derek Jeter. ______________
3. The Rocky Mountains are taller than the Green Mountains. ______________
4. The music of the 1960's is better than today's music. ______________
5. Buy-me Corporation's stock has risen eight points in the past two months. ______________

Exercise 2 **Providing Support for Opinions.** Write a sentence providing facts or details to support each opinion statement below.

EXAMPLE: Hatchbacks are better cars than sedans.
In recent tests, hatchbacks have had a better safety record than sedans.

1. My cousin is going to be a star baseball player.
____
____
2. Everyone riding in a car should wear a seatbelt.
____
____
3. Writing papers on a computer can improve your grade.
____
____
4. Benjamin Franklin was a genius.
____
____
5. Everyone should eat at least three servings of fruit each day.
____
____

Name ______________________________ Date ______________

Applying Modes of Reasoning

Using Valid Reasoning Think logically to draw valid conclusions.

FORMS OF REASONING		
Form	**Valid Use**	**Invalid Use**
Inductive Reasoning	A generalization or conclusion that holds true to a large number of cases or is supported by evidence	A generalization that is made without accounting for exceptions
Deductive Reasoning	The application of a general statement that is assumed to be true to specific cases	A restatement of the general statement that fails to include supporting facts or evidence
Cause and Effect	A sequence in which something is caused by one or more events that occurred before it	A sequence in which the first event did not cause the second event
Analogy	A comparison between two different objects or events that are similar in important ways	A comparison that fails to account for essential dissimilarities

Exercise 1 **Analyzing Forms of Reasoning.** Identify the form of reasoning in each of the following statements as *inductive reasoning, deductive reasoning, cause and effect,* or *analogy.* Then, for each case, tell whether the conclusion drawn is *valid* or *invalid.*

EXAMPLE: Families are like tree branches. *analogy* *invalid*

1. Lifting weights builds strength. Jan has been lifting weights every other day for ten years. Jan must be strong. ______________ ______________
2. Cars are faster than boats. ______________ ______________
3. Thoughts disappear into our memories like scattered leaves carried away by an autumn breeze. ______________ ______________
4. Ron's toes were frostbitten because he walked through snow for several miles wearing only sandals on his feet. ______________ ______________
5. The team won the game because they knew they would not make the playoffs if they lost. ______________ ______________

Exercise 2 **Analyzing the Validity of More Statements.** Follow the same directions as in Exercise 1 to analyze the following statements.

1. When astronaut John Glenn first orbited the earth in a spaceship, he became a modern-day Magellan. ______________ ______________
2. Firstborn children usually act more responsibly than their siblings. ______________ ______________
3. Flu shots have been shown to strengthen a person's resistance to flu. John got a flu shot. He has a better chance of resisting the flu this winter. ______________ ______________
4. My alarm clock failed to go off this morning, so I overslept. ______________ ______________
5. Alison did not have time for breakfast this morning, so she did not do well on her French test. ______________ ______________

Name ______________________________ Date ______________

Evaluating Word Choice and Language Usage

Analyzing Uses of Language Learn to identify different uses of language.

USES OF LANGUAGE	
Denotation	The literal or exact meaning of words
Connotation	The implied or "loaded" meanings of words
Irony	The difference between a statement and its meaning
Inflated Language	Use of scholarly, technical, or scientific words and overly long phrases to sound impressive
Euphemism	A word or phrase used in place of others that are considered unpleasant or offensive

Exercise 1 **Analyzing the Uses of Language.** Identify each of the items below as being an example of *denotation*, *connotation*, *irony*, *inflated language*, or *euphemism*.

EXAMPLE: The laborers trudged home after a day of slaving at their jobs. *connotation*

1. Joey's English teacher told him that he would have the privilege of repeating sophomore English during his junior year. ______________
2. The choir sang in three-part harmony. ______________
3. Mr. Dinato's test was so easy that even the brightest students failed it. ______________
4. The quarterback was debilitated when the linebacker grasped him authoritatively and hurled his body to the ground. ______________
5. Clothes from this store look cheap, raggedy, and outdated. ______________
6. Rick likes to play chess. ______________
7. Rhonda wasted the entire day watching soap operas on television. ______________
8. Stephen's voice is so unusual that several members of the audience went to buy refreshments during his performance. ______________
9. After Joe Williams's first accident in twenty years, his auto insurance company honored him by raising his rates. ______________
10. The dichotomization of the striking workers became very apparent when the company's proposal was subjected to a legislative procedure. ______________

Exercise 2 **More Analysis of Uses of Language.** Follow the directions in Exercise 1.

1. When Jack arrived at the scene of the accident, what he saw was not a pretty sight. ______________
2. The game was so close that the coach had pulled his first-string players by the end of the first half. ______________
3. The booster club decorated the cafeteria for the sports banquet. ______________
4. In a thermos bottle, a partial vacuum prevents heat transfer by convection by curtailing the quantity of air molecules available to carry thermal currents from the bottle. ______________
5. Sweltering in the afternoon sun, the track team plodded through an endless practice. ______________

Name ______________________ Date ______________

Analyzing and Evaluating Literary Writing

Reading in an Active Way When you read works of fiction, don't just passively follow the action or ideas. Become actively involved by thinking about what is happening, analyzing why the author wrote the piece, and evaluating whether the message gets across effectively.

TIPS FOR READING LITERARY WORKS	
Before you read	Establish a purpose for your reading. Think about what you already know about the author or the work.
As you read	Ask yourself questions about the plot and characters. Make predictions about what you think may happen next. Link the work to your own experiences or to people you know.
After you read	Analyze how believable the work is. Evaluate how well the author got across his or her message. Think about what the work means to you.

Exercise 1 **Analyzing and Evaluating a Work of Fiction.** Answer the questions below about a story, novel, or play you have read recently.

Literary work ______________________ Author ______________________

1. Why did you read the work (entertainment, to learn something, assignment, etc.)?

2. Have you read any other works by this author?

3. What did you expect the work to be about before you read it?

4. In what ways was it different from what you expected?

5. Which character(s) in the book seemed the most like people you know?

6. Which character(s) were the most unusual or unpredictable?

7. What message did the author try to get across in the work?

8. How effectively did the message come across? Explain.

9. What is one new idea you learned from reading the work?

10. What is one way the work could have been improved?

Name ______________________ Date ______________

Reading Fiction

Developing Fiction-Reading Strategies Fiction is any work of literature in which characters and events have been imagined by the author. As you read a piece of fiction, determine the author's theme or central message, try to follow the events of the plot, and note how characters are presented and developed.

FICTION-READING STRATEGIES
1. Picture the action in your mind. 2. Ask questions and make predictions as you read. 3. Try to put events in their proper chronological order to follow the plot. 4. Put yourself in the characters' shoes to understand them better. 5. Draw inferences about the author's purpose or point of view.

Exercise 1 **Analyzing a Work of Fiction.** Pick a short story or novel you have read and answer the following questions.

Title of short story or novel ______________________

1. Where does this story or novel take place? ______________________
2. Who is the main character in the story or novel? ______________________
3. What challenge or conflict does the main character encounter? ______________________
4. How is the conflict resolved? ______________________
5. Have you or someone you know ever faced a similar type of conflict? Explain. ______________________
6. What kind of person is the main character, and why do you think he or she behaved the way he or she did? ______________________
7. What evidence in the story or novel leads you to this opinion of the main character? ______________________
8. Summarize the theme or central idea of this short story or novel. ______________________
9. Could you visualize the details in the story as you read? Explain. ______________________
10. What is one prediction you made or one question you asked yourself as you read? Was your prediction accurate? Did your question get answered? ______________________

Name ______________________________ Date ______________

Reading Drama

Using Drama-Reading Strategies Reading drama is different from reading other literary forms because a play is designed to be performed for an audience. You need to listen mentally at the same time as you read, trying to pick up the tone and implied meanings in the dialogue as you note what the actors would be saying and doing on stage.

DRAMA-READING STRATEGIES
1. Read the setting and prop descriptions and stage directions to help you envision the action.
2. Summarize the action of the play as you complete each scene and act.
3. Try to "hear" how the actors would be saying the lines of dialogue.
4. Draw inferences about the playwright's theme or message.

Exercise 1 **Analyzing a Dramatic Work.** Pick a play you have read and answer the following questions.

Title of play ______________________________

1. What kind of person is the main character in the play? ______________________________
2. What challenge or conflict does the main character encounter? ______________________________
3. How is the conflict resolved? ______________________________
4. What other important characters are involved in the conflict? ______________________________
5. Where and when does this play take place? ______________ How does the playwright reveal this information? ______________________________
6. Summarize the theme or central message of the play. ______________________________
7. Is there a short section of dialogue that states or strongly implies the theme? If so, what is it? ______________________________
8. Did the stage directions help you envision the settings for the play? Explain. ______________________________
9. Summarize the action in the first and last scenes of the play. ______________________________
10. In a few sentences, describe a character or scene in this play that reminds you of something in your own life. ______________________________

Name ______________________________ Date ______________

Reading Poetry

Using Poetry-Reading Strategies When you read a poem, you need to use your feelings as well as your mind to understand fully what the poet is trying to say.

POETRY-READING STRATEGIES
1. Identify who is speaking in the poem—the poet or some character.
2. Try to read the poem aloud to hear how the poet has used sound and language.
3. Look for literary techniques the poet uses to create mental images.
4. Use your imagination and senses to mentally picture what the poem is saying.
5. Note how the poem looks on the page for more clues to its meaning.
6. As you read, restate lines of the poem in your own words.

Exercise 1 **Analyzing a Poem.** Pick a poem from your literature book, read it, and answer the following questions.

Title of poem ______________________ Name of poet ______________________

1. Circle the literary techniques the poet uses in this poem.

   simile   metaphor   personification   rhyme

   repetition   onomatopoeia   alliteration   other __________

2. Circle the word that best describes the tone of the poem.

   serious   peaceful   frantic   sad   frightening

   lively   funny   disturbing   other __________

3. In this poem, the poet is attempting to (circle one or more)

   tell a story   create an image

   express a feeling or emotion   other ______

4. Who is the speaker in this poem? ______________________________

5. Summarize what you think the poet wants you to know, feel, or believe about life from this poem.

   ____

   ____

6. What images or word pictures in the poem appeal to your sense of sight, hearing, touch, taste, or smell? Explain.

   ____

   ____

7. Paraphrase a line or passage from the poem that you like or that you feel is important.

   ____

   ____

8. Give an example of a figure of speech or literary device that the poet used, such as simile, metaphor, or alliteration. ______________________________

   ____

9. What did you like or dislike about this poem? Why? ______________________________

   ____

10. When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred.

    ____

    ____

Name ______________________ Date ______________

Reading From Varied Sources

Using Different Information Sources A wide range of information sources are available to you in print or electronic form. Make sure that you are aware of any biases or personal opinions the material may contain that may affect how accurate or useful the information is.

ANALYZING SOURCES OF INFORMATION

Information Source	Possible Bias
Diaries, Letters, and Journals	Will reflect the writer's personal feelings or opinions
Newspapers	Contain both objective news and editorial opinions
Speeches and Interviews	May contain opinions and rhetorical strategies to sway readers
Electronic Texts (Internet, e-mail, etc.)	Writer may or may not have expertise in subject area or information may be one-sided

Exercise 1 **Choosing Appropriate Information Sources.** Indicate which of the sources listed above you might use to complete each of the following tasks. More than one grouping may be appropriate.

EXAMPLE: You want a firsthand account from a settler on the American frontier in the 1800's. *diaries, letters, and journals*

1. You want a reasoned opinion of which political candidate to support. ______________
2. You want to find up-to-the-minute sports stories and statistics. ______________
3. You want to know where a politician stands on key issues in his or her own words. ______________
4. You would like to get an immediate response from a company on a product you have seen advertised. ______________
5. You would like two unbiased reports of an event that occurred ten years ago. ______________
6. You want to know the inner feelings of someone famous. ______________
7. You want to research a paper on Abraham Lincoln's oratory skills. ______________
8. You want to find current information about an endangered species of animals. ______________
9. You want to get a local weather forecast for the next five days. ______________
10. You would like to read the words an economics expert said on television a few days ago. ______________

Exercise 2 **Using Varied Information Sources.** Pick a United States president who has served after 1940. Find at least one example of information related to that president from each source listed on this page. Write a paragraph describing what you learned about the leader from each source and how the information was different from source to source.

Name ______________________ Date ______________

Developing a Study Plan

Managing Your Study Time Develop a study plan in order to manage your time most efficiently. Your study plan should include setting up a study area, establishing a study schedule, and using an assignment book.

PLANNING AN ASSIGNMENT BOOK
1. Divide your assignment book pages into four columns, using one column for the subject, one for a description of the assignment, one for the due date, and one to check when the assignment is done. 2. Record short-term assignments such as homework. 3. Record long-term assignments such as a research paper, dividing the assignment into short-term goals.

Setting Goals Set long- and short-term goals to improve your study habits.

SAMPLE GOALS PLAN		
Long-term goal: To take better notes		
Short-term goals	**Timetable**	**Comments**
To maintain a high level of concentration during classes	1 week (by October 1)	Successfully completed
To learn to pick key words and phrases out of lectures	2 weeks (by October 8)	Successfully completed
To maintain neat and well-organized notebooks	1 month (by November 1)	Still need to work on organization

Exercise 1 **Setting up a Study Schedule.** Use the space provided below to make up a study schedule that suits your personal needs. Be sure to include at least two hours of study time.

Time	Activity
8:00 A.M.–3:00 P.M.	School

Exercise 2 **Setting Goals for Study Skills.** Select one study skill that you want to master. Then, complete the steps below.

1. Set a long-term goal. ______________________
2. Set a short-term goal related to the long-term goal. ______________________
3. Set a second short-term goal. ______________________
4. Set a third short-term goal. ______________________
5. Now set a timetable for your short-term goals. ______________________

____

Name ______________________ Date ______________

Taking Notes

Making Outlines Organize your notes by using one of the three types of outlines: modified outlines, formal outlines, or free-form outlines.

TYPES OF OUTLINES	
Type	**Purpose**
Modified	For taking notes while listening or reading
Formal	For arranging ideas while preparing major written or oral assignments
Free-form	For taking notes from loosely organized material or when you need to recall only highlights

Writing Summaries Use a summary to take notes when you need to remember only the main ideas.

WRITING SUMMARIES
1. Listen or read for main ideas.
2. Write down the main ideas using your own words.
3. Shape these main ideas into sentences.
4. Write a summary in paragraph form.

Developing a Personal Shorthand Develop a personal shorthand for efficient note-taking.

Exercise 1 **Making a Modified Outline.** Listen to a radio or TV interview, a segment of a documentary, or a recording of a speech. Use the questions below to prepare a modified outline of what you hear.

1. Who is the source of the information? ______________________
2. When and where was the information presented? ______________________
3. What is the main idea? ______________________
4. What are the supporting ideas? ______________________

____

5. On a separate piece of paper, write the main idea and supporting ideas in modified outline form.

Exercise 2 **Writing a Summary.** Read a newspaper or magazine article. Use the questions below to plan a summary of your article.

1. What is the title of the article and who wrote it? ______________________
2. Where and when was it published? ______________________
3. What is the main idea of the article? ______________________

____

4. What are the supporting ideas? ______________________

____

5. On a separate piece of paper, write the main idea and supporting ideas in summary form.

Name ______________________________ Date ______________________________

Using the Library

Planning Your Research Before you begin your research, gather some basic information about your topic.

GATHERING BASIC INFORMATION
1. Identify the general subject under which your topic is likely to be listed. 2. Consider alternate names or terms under which your topic might be listed. 3. Determine the time frame and geographical location of your topic.

Using the Card Catalog Use the library catalog to find information about a library's books and other materials on the subject.

Exercise 1 **Finding Basic Information.** List five possible research topics related either to subjects you are currently studying or subjects you would like to study. Then, fill in the general subject, an alternate name for the subject, and the time and location.

EXAMPLE: *Robert Frost* *American poets* *literature* *twentieth century/New England*

	Topic	General Subject	Alternate Name	Time/Location
1.	________	________	________	________
2.	________	________	________	________
3.	________	________	________	________
4.	________	________	________	________
5.	________	________	________	________

Exercise 2 **Using the Library Catalog.** Use the following electronic author card to fill in the information requested below.

Author:	Arnosky, Jim
Title:	Watching Desert Wildlife/ by Jim Arnosky
Publisher:	Washington, D.C.: National Geographic Society, 1998
Paging:	32p.; il.; 28cm
Annotation:	Illustrations and text describe some of the animals the author encountered in the deserts of the American Southwest
Subjects:	Desert animals. Nature study.
Call No.:	591.754 ARN
ISBN:	0-792-273044

1. call number ______________________
2. author ______________________
3. title ______________________
4. fiction or nonfiction ______________________
5. place published ______________________
6. publisher ______________________
7. copyright date ______________________
8. number of pages ______________________
9. number of subject cards ______________________
10. height of book ______________________

Name ______________________________ Date ______________

Going From Catalog to Shelf

Finding the Book You Want Most libraries place fiction and nonfiction books in separate sections. They may also set up special sections for biographies and reference books. Use call numbers and other symbols given in the catalog to locate materials on the shelves.

Item	Method of Finding Books on the Shelves
Nonfiction	Use a call number.
Fiction	Find the fiction section and then look for the author's last name.
Biography	Find the biography section and then look for the subject's last name.
Reference Book	Find the reference section and then use the call number.

Locating Nonfiction Materials Nonfiction books are arranged by call numbers according to the Dewey Decimal System. The books are arranged in number-letter order on the shelves: for example 212.2, 212.2G, 212.4D, 213.42B, 213.42M.

Main Classes of Dewey Decimal System			
000–099	General Works	500–599	Science
100–199	Philosophy	600–699	Technology
200–299	Religion	700–799	Arts and Leisure
300–399	Social Sciences	800–899	Literature
400–499	Languages	900–999	History

Exercise 1 **Finding Books on the Shelves.** Write the first three letters or numbers you would look for to find each of the following books.

EXAMPLE: *Cannery Row* by John Steinbeck (fiction) *Ste*

1. *Forward Drive: The Race to Build the Car of the Future* by Jim Motavalli (629.22M) ______________
2. *George Washington: A Life* by Willard Sterne Randall (biography)______________
3. *Innocents Abroad* by Mark Twain (fiction) ______________
4. *The Vietnam War: An Eyewitness History* by Sanford Wexler (959.704WEX) ______________
5. *Carson McCullers* by Margaret B. McDowell (biography) ______________

Exercise 2 **Finding Fiction and Nonfiction Books on the Shelves.** Answer the following questions about locating books on library shelves.

1. To find fiction by Alice Walker would you look to the right or left of fiction by Paul Zindel? ______________________________
2. For a nonfiction book with the call number 371.45M, would you look to the right or left of a book with the call number 471.47G? ______________________________
3. In which bank of shelves would you expect to find a book on Buddhism: one with books ranging from 117–188, one ranging from 237–299, or one ranging from 329–373? ______________________________
4. Arrange these fictional books in the order you would find them on library shelves: *The Wall* by John Hersey, *The Firm* by John Grisham, *The Scarlet Letter* by Nathaniel Hawthorne, *The Good Earth* by Pearl S. Buck.______________________________

____
5. Arrange these call numbers in the order you would find them on library shelves: 791.45J, 788.54T, 791.54B, 788.6R, 791.7D. ______________________________

Name ______________________________ Date ______________

Using Periodicals, Periodical Indexes, and the Vertical File

Periodicals and Pamphlets Use periodicals, newspapers, and pamphlets to supplement your research with specialized or current information. To help you locate articles or pamphlets quickly, learn to use different periodical indexes and files located in many public libraries.

REFERENCE SOURCES TO PERIODICAL LITERATURE	
To find newspaper articles	*New York Times Index*, other newspaper indexes
To find articles in popular magazines	*Readers' Guide to Periodical Literature*
To find articles in scholarly magazines and journals	*Humanities Index, General Science Index, Social Science Index, Business and Technology Index*
To find pamphlets	Library vertical file

Exercise 1 **Using the *Readers' Guide to Periodical Literature.*** Use the excerpt below from the *Readers' Guide to Periodical Literature* to answer the questions that follow.

> **PANAMA**
> *See also*
> Panama Canal
> **Politics and Government**
> Panama's Long Goodbye (cover story),
> M. Falcoff, il., The American Spectator, v.32,
> no. 10, p 32-8 O 1999

EXAMPLE: In what volume is the article found? *32*

1. What is the name of the magazine? ______________
2. On what pages is the article? ______________
3. What is the subject of the article? ______________
4. What is the date of the magazine? ______________
5. Who is the author of the article? ______________
6. Would this be a good article for a paper on the political situation in Panama in 1999? How do you know? ______________
8. Would you expect the article to contain pictures? Why? ______________
9. Is *The American Spectator* a new magazine? How do you know? ______________
10. How often is the magazine published? ______________
11. Under what topic heading could you find related articles? ______________

Exercise 2 **Using Library Indexes.** Use the *Readers' Guide to Periodical Literature* or other library indexes to find the following information.

1. Find and give the title and date of three newspaper or magazine articles on automobile air bags.
____
2. Find and give publication information for three recent articles on tourism in China. ______________
3. Find and give publication information for an article on DNA testing.
____
4. Find and give publication information for an article on the plays of Arthur Miller.
____
5. Find the title and author of a pamphlet on stopping smoking.
____

Name ______________________ Date ____________

Using Dictionaries

Recognizing Different Kinds of General Dictionaries Use the dictionary that best suits your needs.

Finding the Words To find a word in the dictionary, use the correct spelling and alphabetical order.

Knowing What Dictionaries Contain Learn to recognize and use the various features of your dictionary.

Features	Ways in Which They Can Be Used
Front Matter	To learn more about the specific dictionary you have
Back Matter	To find information in charts and lists
Spelling	For revising your papers
Syllabification	For breaking words at the ends of lines
Pronunciation	For any speaking situations
Part-of-Speech Labels	To check for correct usage
Inflected Forms (plurals, etc.)	To find the correct form
Definitions	To understand what you are reading
Usage Labels (slang, etc.)	To find the right tone for your writing
Field Labels (zool., etc.)	To find technical meanings
Idioms (on thin ice, etc.)	To understand special phrases
Derived Words (with suffixes)	To find the correct form and spelling
Synonyms	To find alternative words

Exercise 1 **Determining Pronunciation.** Look up the words below and copy the information that is given for each one. Use accent marks to show where the words are stressed.

EXAMPLE: latent *lāt′ ′nt*

1. impulsive ____________
2. antibiotic ____________
3. summation ____________
4. malleable ____________
5. dulcimer ____________
6. apropos ____________
7. cygnet ____________
8. lattice ____________
9. obligation ____________
10. restorative ____________

Exercise 2 **Locating Derived Words.** Look up each word below. Then, list the derived words given at the end of each main entry.

EXAMPLE: figurative *figuratively, figurativeness*

1. envious ____________
2. decompose ____________
3. fluctuate ____________
4. meddlesome ____________
5. connect ____________
6. profit ____________
7. superstitious ____________
8. convene ____________
9. forward ____________
10. deductive ____________

Name ______________________ Date ______________

Using Other Print References

General Reference Books Use general reference books to check basic facts or to explore the range of a topic.

General Reference Books	What They Contain
Encyclopedias	Basic information about almost all general topics
Biographical References	Short biographies of famous historical and contemporary people
Almanacs	Facts and statistics on a wide range of subjects, sports, governments, and famous people
Atlases	Current or historical maps, often showing details
Gazetteers	Facts about places around the world

Specialized Reference Books Use specialized reference books to gather detailed information about a limited aspect of a broad topic.

Exercise 1 **Locating General References.** Visit the reference section of the school or public library to find the following information.

1. What encyclopedias are available in the library? ______________________
2. Which encyclopedia has the most detailed information? ______________________
3. Is there an atlas that contains historical maps? ______________________
4. What biographical reference sources are available in the library? ______________________
5. What is the date of the most recent almanac in the library? ______________________

Exercise 2 **Using General Reference Books.** Use *encyclopedias, almanacs,* and *atlases* to find the items listed below. Supply the requested information and tell the type of book you used to find it.

EXAMPLE: first state to enter the Union *Delaware* *almanac*

1. country southwest of Colombia ______________
2. the location of the first U.S. Mint ______________
3. the largest island of Japan ______________
4. the tallest building in Chicago ______________
5. the latitude on which Denver is located ______________
6. governor of Vermont ______________
7. Francisco Pizarro's place of death ______________
8. official language of Sri Lanka ______________
9. area of the largest state in U.S. ______________
10. current circulation of *Reader's Digest* ______________

Name ________________________ Date ________________________

Using Electronic and Media References

Exploring Electronic Resources A wide range of reference material is available on computer or video for use in research papers and projects.

TYPES OF ELECTRONIC RESOURCES	
Video References	news programs, documentaries, special interest series on videotape
DVD-ROMs	encyclopedias, atlases, artwork, study aids
Electronic databases	on-line collections of information in different fields

Exercise 1 **Locating Electronic References.** Visit the reference section of the school or public library to answer the following questions.

1. Which encyclopedias on DVD-ROM are available at the library? ________________________
2. Which atlases are available on DVD-ROM? ________________________
3. What is the process at the library for using the electronic encyclopedias or atlases? ________________________
4. List the titles of two reference sources on DVD available from the library? ________________________
5. To which databases can you obtain access from the library's computers? ________________________

Exercise 2 **Using Electronic Resources.** Pick a country that you have never visited. Then, go to the library to do the following:

1. Using an encyclopedia on DVD-ROM, find five facts you did not previously know about the country. ________________________
2. List the title of one DVD resource that may provide information about the country. ________________________
3. Which DVD-ROM atlases could you use to print out a map of the country? ________________________
4. What other information about the country would you be able to obtain from the DVD-ROM atlas? ________________________
5. Using a database such as The World Factbook, list three facts you did not know about the country's government. ________________________

Name ______________________________ Date ______________

Using the Internet

Evaluating Internet Resources A lot of information is available on the Internet, but not all of it is accurate. Before you use information obtained via the Internet, you need to evaluate its reliability.

TIPS FOR EVALUATING WEB SITES
1. Find the source of the information. Look for copyright information or other ways to identify the source. 2. Determine if the source is a recognized organization that has expertise in the subject or an individual who may have a bias. 3. If the site deals with a controversial issue, determine if it presents both sides in a balanced way. 4. Compare the information on the site with information from other sites on the same topic. 5. Look to see if the site documents the sources of the information it includes. 6. Check to see how current the information is.

Exercise 1 **Using the Internet.** Using a computer in the library, school computer lab, or at home, go on-line to carry out these research tasks.

1. List the URL of the on-line edition of a large daily newspaper in your state. ______________
2. List the headlines of three stories in today's edition of that on-line newspaper.
____
____
3. Use the Internet to find a map of downtown Dallas, Texas. List the URL of that site. ______________
____
4. How can you locate speeches of the President from the Web site **www.whitehouse.gov**? ______________
____
5. What is the URL of the Web site for the Rock and Roll Hall of Fame in Cleveland, Ohio? What information is available at that site? ______________________________
____

Exercise 2 **Evaluating Internet Information.** Using a computer in the library, school computer lab, or at home, go on-line to carry out these research tasks.

1. Find two different sources for information on treating eating disorders. List their URLs.
____
2. What person or organization holds the copyright for each site? ______________________________
____
3. Which site do you think has the more reliable information? Why? ______________________________
____
4. If you discover any sites on treating eating disorders posted by individuals, such as therapists or counselors, write the URL of one such site. ______________________________
5. What expertise does that individual have on the subject? Would you trust his or her reliability on the subject? Explain. ______________________________
____

Name ______________________________ Date ______________

Answering Vocabulary Questions on Standardized Tests

Taking Standardized Tests Prepare for standardized tests by studying consistently and reading widely.

Answering Vocabulary Questions Learn the types of vocabulary questions and the strategies for answering them.

ANSWERING VOCABULARY QUESTIONS	
Antonym Questions	Look for a word among the answer choices that is as opposite to the given word as possible and is the same part of speech.
Analogy Questions	Define both words in the initial pair and define the relationship between these two words, making sure that you keep the pair of words in the order given.
Sentence Completion Questions	Read the sentence and try to fill in the blank(s) before looking at the choices, and use signal words to predict the correct answer.

Exercise 1 **Locating Antonyms.** Circle the antonym for each of the underlined words.

EXAMPLE: militant (1) animated; (2) peaceful; (3) militia; (4) numerous

1. idle (1) timely; (2) industrious; (3) inactive; (4) ideal; (5) salaried
2. postpone (1) possess; (2) delay; (3) schedule; (4) change; (5) proceed
3. brittle (1) material; (2) brilliant; (3) tough; (4) fragile; (5) dazzling
4. uniform (1) unity; (2) shapely; (3) uneven; (4) formalized; (5) symmetry
5. foreign (1) cultured; (2) forged; (3) alien; (4) native; (5) acquaintance
6. wearisome (1) exhilarating; (2) attire; (3) sleepy; (4) annoying; (5) stormy
7. inquisitive (1) searching; (2) examination; (3) questionable; (4) indifferent; (5) indiscreet
8. revenue (1) gold; (2) bureau; (3) resource; (4) revenge; (5) expenditure
9. preposterous (1) pretentious; (2) ridiculous; (3) logical; (4) unbelievable; (5) overconfident
10. vanity (1) feeling; (2) modesty; (3) sofa; (4) concert; (5) vanquished

Exercise 2 **Answering Analogy Questions.** Circle the answer that best completes each of the following analogies.

EXAMPLE: horse : mammal :: ______________ : reptile
(1) lobster; (2) vertebrate; (3) snake; (4) man; (5) frog

1. conductor : orchestra :: coach : ______________
   (1) team; (2) football; (3) fans; (4) hockey; (5) field
2. pair : pare :: wave : ______________
   (1) wean; (2) cut; (3) wait; (4) waive; (5) gesture
3. peculiar : unusual :: corrupt : ______________
   (1) kind; (2) strange; (3) tiny; (4) defeated; (5) evil
4. furniture : wood :: ______________
   (1) book : binding; (2) house : glass; (3) sweater : wool; (4) automobile : truck; (5) portrait : face
5. terrier : dog :: ______________
   (1) hotel : service; (2) tent : camping; (3) territory : district; (4) tree : hickory; (5) mystery : story

Name ______________________________ Date ______________

Answering Reading-Comprehension Questions on Standardized Tests

Answering Reading-Comprehension Questions Learn to identify and answer the six types of reading comprehension questions.

STRATEGIES FOR ANSWERING QUESTIONS	
Main Idea	Look for the most complete answer.
Detail	Look for specific information.
Inference	Look for facts that support your answer.
Definition	Look at the context in which the word appears.
Tone/Purpose	Look at the author's choice of words.
Form	Look at the organizational pattern.

Exercise 1 **Practicing Reading Comprehension.** Read the selection below. Then, circle the answer to each of the questions that follow.

Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde* describes human existence in a veracious way. Dr. Jekyll, whose desires for good and evil are at war, must suppress his evil nature—hide his Mr. Hyde personality. Mr. Hyde is evil, uncaring, and self-serving, while Dr. Jekyll, is thoughtful, and charitable. How hard it is to contain these conflicting personalities within one body! It is a dilemma most readers recognize. Who has not had some desire to try that which is forbidden? Yet if we do, we may reap terrible consequences. This problem of the human condition is vividly brought to life in Stevenson's novel.

1. This paragraph is mainly about

   (1) Robert Louis Stevenson; (2) Dr. Jekyll; (3) human nature; (4) fiction; (5) evil

2. What word is used to describe Dr. Jekyll?

   (1) evil; (2) thoughtful; (3) suppressed; (4) religious; (5) terrible

3. The author suggests that Stevenson's book

   (1) is relevant today; (2) is irrelevant today; (3) is completely true; (4) is untrue; (5) is false

4. The word *veracious* in the first sentence means

   (1) vague; (2) exhaustive; (3) verbose; (4) deceptive; (5) truthful

5. The author's purpose in the paragraph is to

   (1) criticize; (2) inform; (3) ridicule; (4) describe; (5) entertain

Exercise 2 **More Work With Reading Comprehension.** Follow the directions in Exercise 1.

As is the case with a large number of authors, many of Ernest Hemingway's personal experiences are reflected in his writing. After serving in World War I as an ambulance driver and being wounded, Hemingway used his wartime experiences to write *A Farewell to Arms*. Years later, Hemingway served as a correspondent during the Spanish Civil War, which he used as a setting for *For Whom the Bell Tolls*. All of Hemingway's works reflect an attitude that resulted from the nature of his experiences.

1. The author's central concern is

   (1) ambulance drivers; (2) *A Farewell to Arms*; (3) a relationship between writing and experience;

   (4) World War I; (5) authors

2. What was Hemingway's role during World War I?

   (1) a correspondent; (2) a pilot; (3) a writer; (4) an ambulance driver; (5) a soldier

3. *For Whom the Bell Tolls* is set in

   (1) Spain; (2) Italy; (3) France; (4) England; (5) the setting is not mentioned

4. The author suggests that the use of personal experience by authors is

   (1) unique; (2) uncommon; (3) illogical; (4) common; (5) possible

5. The author's purpose is to

   (1) criticize; (2) inform; (3) ridicule; (4) describe; (5) entertain

Name ______________________________ Date ______________

Working With Others

Learning One-on-One Communication Learn and practice the skills necessary for good one-on-one communication.

TIPS FOR ONE-ON-ONE COMMUNICATION
1. Maintain good eye contact with the other person. Show that you are giving the individual your full attention.
2. Smile and be friendly at all times.
3. Show sensitivity and respect for the other person's opinions.
4. Listen without interrupting. If you have a question, ask it after the person stops talking.
5. Ask questions about things you do not understand. Also, invite the other person to ask questions about things you are saying.
6. Use an appropriate level of formality.

Working With a Group In a group discussion, some group members have specific tasks.

TASKS FOR GROUP MEMBERS	
Facilitator	Leads the discussion from start to finish, and mediates any disputes that may arise
Recorder	Takes notes on all key points expressed during the discussion, and prepares a report of the discussion later
Timekeeper	Keeps track of the time allowed for each part of the discussion

Exercise 1 **Conducting an Interview.** With a partner, role-play a college or job interview in which you are the interviewer or interviewee. Then answer these questions.

1. How did the interview begin? ______________________________

____

2. What is one question that was asked during the interview that was difficult to answer? ______________

____

3. When were you both formal during the interview? ______________________________

____

4. Describe an instance when you were casual. ______________________________

____

5. What is one way you showed respect during the interview? ______________________________

____

Exercise 2 **Holding a Group Discussion.** Choose a topic, then hold a group meeting to discuss it. Assign people to serve as facilitator, recorder, and timekeeper. Then, complete these items.

1. What was your topic? ______________________________
2. How much time was allotted for the meeting? How did the timekeeper keep track of time? ___________

____

3. How did the facilitator help keep the discussion going in an orderly way? ______________________________

____

4. What important notes did the recorder take and distribute later? ______________________________

____

5. What were some important ideas that came out in the discussion? ______________________________

____

Name ______________________________ Date ______________

Moving Toward Your Goals

Setting Your Goals Decide what personal and professional goals you wish to set for yourself.

SETTING GOALS
1. List your strongest personal interests and abilities. 2. Identify ways you might develop your interests and abilities. 3. Decide what you wish to accomplish by achieving your goals. 4. Identify friends and relatives who can help you achieve your goals. 5. Determine the times when you can work on achieving your goals. 6. Identify the places where you can work best on reaching your goals. 7. List the tools you need to achieve your personal goals.

Charting Your Goals Create a chart that lists each goal and tracks your progress toward reaching it.

SAMPLE GOALS CHART
My goal: Be able to play the guitar for my sister's birthday party Week 1: Bought a guitar and began lessons with a teacher Week 2: Learned three chords and one strum; practiced seven hours Week 3: Learned two songs that use the three chords and the strum; practiced nine hours Week 4: Learned three more chords and two more strums; practiced eight hours Week 5: Learned four new songs; practiced ten hours Week 6: Performed six songs at my sister's birthday party

Exercise 1 **Setting a Goal.** Follow these instructions to help you set and achieve a goal.

1. List several of your special interests and talents. ______________________________
2. Identify a goal related to one of your interests or talents. ______________________________
3. Make a schedule of the best times for you to work on your goal this week. ______________________________
4. Name the best place(s) for you to work on your goal. ______________________________
5. List the tools you need to achieve your goal. ______________________________

Exercise 2 **Charting a Goal.** Choose a personal or professional goal you can reach in six weeks. For example, mastering a new computer program or getting into shape for baseball season. Identify the goal and record what you plan to do each week to get closer to your goal.

Goal: ______________________________

Week 1: ______________________________

Week 2: ______________________________

Week 3: ______________________________

Week 4: ______________________________

Week 5: ______________________________

Week 6: ______________________________

Name ________________________________ Date ________________

Managing Time

Listing Tasks Make a list of tasks that you must complete by given deadlines.

LISTING TASKS BY DEADLINE **Task**	 **Deadline**
Finish term paper	next Thursday at 8 A.M.
Clean out the garage	tomorrow by 10 P.M.
Buy a Father's Day card	Sunday by 4 P.M.
Empty the garbage	tonight by 10 P.M.
Write letter to Aunt Sue	Saturday at 5 P.M.

Putting Tasks in Order Analyze each of your tasks, then arrange them according to time priority.

TIPS FOR ORDERING TASKS
1. Identify the tasks with the most urgent deadlines.
2. Identify the tasks that have the least urgent deadlines.
3. Identify the tasks that will create the biggest problems if they are not done.
4. Identify the tasks that will create the smallest problems if they are not done.
5. Identify the tasks that require the most time to complete.
6. Identify the tasks that require the least time to complete.

Exercise 1 **Listing Tasks.** Use the following chart to list tasks that you need to complete in the next two weeks. After each task, indicate its deadline.

Task	Deadline

Exercise 2 **Ordering Tasks.** Using your tasks listed in Exercise 1, record them below in the order that you plan to complete them. Offer a brief reason why you are giving each task the priority indicated.

Task 1: ______________ Reason: ______________

Task 2: ______________ Reason: ______________

Task 3: ______________ Reason: ______________

Task 4: ______________ Reason: ______________

Task 5: ______________ Reason: ______________

Task 6: ______________ Reason: ______________

Name ______________________ Date ______________

Managing Money

Following Good Money-Management Techniques Managing money involves keeping track of income and expenses and making sure that expenses do not exceed your ability to pay them.

MONEY-MANAGEMENT TECHNIQUES	
Income	Record regular income items and available funds. Determine possible ways to increase income. Set up bank accounts to protect funds.
Expenditures	Determine regular expenditure items and arrange in priority order. Project future expenses. Set up a budget to balance income and expenses. Try to set aside funds for emergencies.

Formulating a Budget Formulate a budget that indicates your estimated income and expenses for a month. Try to make sure that income exceeds expenses.

SAMPLE MONTHLY BUDGET			
Item	**Income**	**Regular Expense**	**Projected Expense**
Job (take-home)	175.00		
Entertainment		45.00	
Gas, Tolls		40.00	
Food		50.00	
Savings		20.00	
Birthday presents			20.00
TOTAL	175.00	155.00	20.00

Exercise 1 **Evaluating Money-Management Techniques.** Label each of the following money-management techniques as *good* or *poor*. Then, explain your reasoning.

EXAMPLE: You keep your money in a jar instead of the bank.

poor You seldom set aside money. Your money is not safe and does not earn interest.

1. You keep your old pay stubs in order in a shoe box. ______________________
2. You figure your income based on your hourly wage, not your take-home pay. ______________________
3. You set aside a regular sum each month for savings. ______________________
4. You estimate your monthly budget without writing it down. ______________________
5. You often forget to list projected expenses in your budget. ______________________

Exercise 2 **Developing Your Own Budget.** Answer the following questions. Then, make a chart similar to the Sample Monthly Budget above for yourself for the next month.

1. What will be your main sources of income next month? How much do you estimate receiving from each source? ______________________
2. What regular and projected expenditures do you plan to make? ______________________
3. Do you think your income will equal or exceed your expenditures? ______________________
4. List one workable way you could increase your monthly income. ______________________
5. List one workable way you could decrease your monthly expenses. ______________________

Name ____________________ Date ____________

Applying Math Skills

Using Math on the Job Be aware of work situations where math skills are essential.

MATH ON THE JOB	
Costs	Determine the cost of doing a job, based on the amount of materials or supplies you need
Best buys	Determine the cost of single items as opposed to items purchased in volume
Time value	Know how much you earn or get paid per hour for a particular job, and how many hours the job requires to complete

Making Purchases Use math skills to analyze costs before making a purchase.

TIPS FOR MAKING PURCHASES
1. Determine the unit price—how much an item costs per gram or per ounce.
2. Determine how the unit price of one item compares with that of another brand.
3. Determine how much it costs to maintain and repair the item.
4. Discover whether you can purchase the item on sale, and how much that saves you off the regular price.
5. Determine how long the guarantee or warranty remains in effect.

Exercise 1 **Using Math at Work.** Read the problem below and answer the questions.

You work on weekends for $6.50 an hour. You work six hours on Saturday and five hours on Sunday. To get to your job, you must ride a bus both ways at $1.50 per trip. Now you have been offered a different job for $8.00 an hour. You would work five hours on Saturday and seven hours every other Sunday. To get to the job, you would have to ride in a cab one way for $3.00, but you would get a free ride home each time.

1. How much does your present job pay you per week? ____________
2. After expenses, how much are you left with each week? ____________
3. How much would your new job pay you per week? ____________
4. After expenses, how much would you be left with each week? ____________
5. Would you take the new job? Why or why not? ____________

____

Exercise 2 **Purchasing an Item.** Find two advertisements in the newspaper for the same item. Use the information to answer these questions.

1. What is the item? ____________
2. How much does it cost at each store? ____________
3. If you could buy the item for 15% off at the first store and 20% off at the second store, how much money would you save in each case? ____________
4. Do you think the item is a good buy? Why or why not? ____________

   ____
5. Would you buy the item at the store in which it costs more? Explain. ____________

   ____

Name ______________________ Date ____________

Applying Computer Skills

Identifying Computer Functions Know the functions that your computer performs. Learn how to carry out each function.

IMPORTANT COMPUTER FUNCTIONS	
Word Processing	Computers can be used to type text in a variety of fonts.
Graphics	Computers can be used to incorporate artwork and photographs with text.
Spreadsheets	Computers can create charts and graphs so that you can keep track of rows and columns of financial data or other information.
Databases	Computers can hold collections of information on particular topics, such as a list of telephone numbers. You can also create your own databases with collections of things such as recipes.
Spell-Check	Computers can check the spelling of words in your text and correct those that are spelled incorrectly.
Thesaurus	Computers can offer synonyms for words, so you need not repeat the same word again and again in text.
Grammar-Check	Computers can check grammar and highlight places where, for example, a noun and verb disagree in number.
Internet	Computers can be connected with the Internet, where you can go on-line to find thousands of Web sites with a vast amount of information.
E-mail	Computers enable you to send messages instantaneously to people anywhere in the world.

Exercise 1 **Recognizing Computer Skills.** Read the classified ad below and then answer the questions that follow.

COMPUTER/INTERNET
Company seeking individual to update info on Web site and process orders. Exper with word proc, database, and sprd sht a must. Exp with Web and graphics apps a plus. (222) 555-2222.

1. What two responsibilities will the person who is hired have? ______________________
2. Will both responsibilities involve using computers? How do you know? ______________________
3. Which computer skills are required to get the job? ______________________
4. Which computer skills would be helpful to know? ______________________
5. Would you be qualified for this job? Explain. ______________________

Exercise 2 **Evaluating Your Computer Skills.** Determine your own computer literacy by answering the following questions.

1. Which of the computer functions in the chart at the top of this page have you carried out? ______________________
2. Which computer skills would you like to learn more about? ______________________